

*Report of the
President of the Hawaiian
Republic*

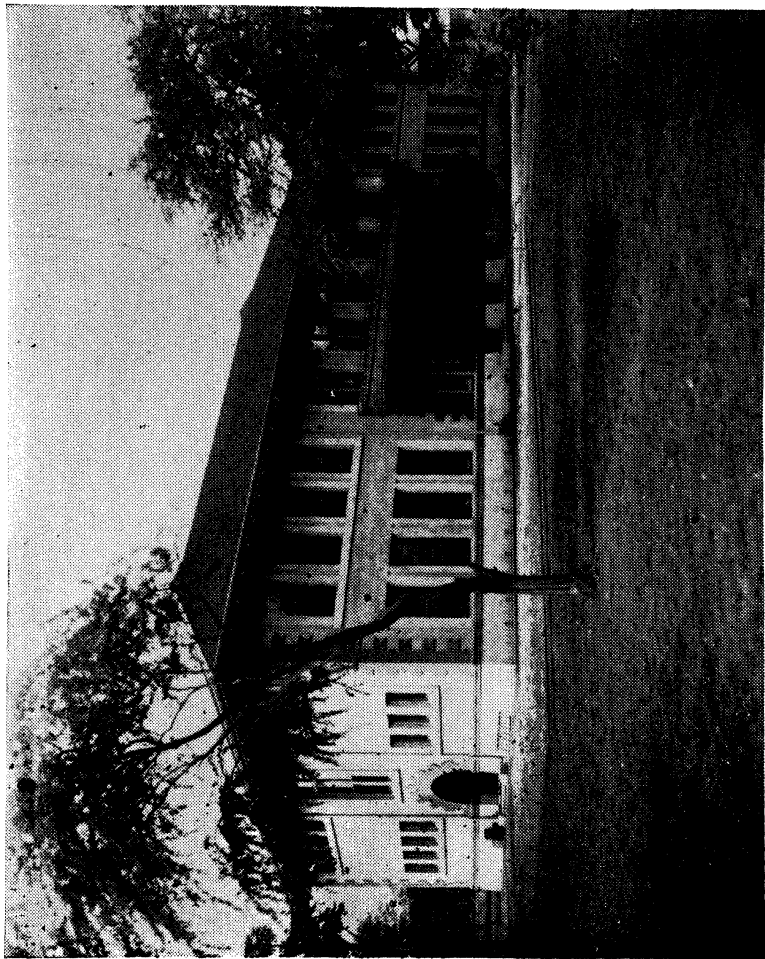
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REPORT
OF THE
Minister of Public Instruction
TO THE
President of the Republic of Hawaii
FOR THE
BIENNIAL PERIOD ENDING DECEMBER 31ST, 1899

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HAWAIIAN GAZETTE COMPANY PRINT
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PRINCESS KAIULANI SCHOOL, HONOLULU.
Erected 1889.

REPORT

OF THE

MINISTER OF PUBLIC INSTRUCTION.

MR. PRESIDENT:

I have the honor to present the following report of the Minister of Public Instruction for the biennial period ending December 31st, 1899:

CHANGES IN ADMINISTRATION.

Mr. Henry E. Cooper, Minister of Foreign Affairs and ex-officio Minister of Public Instruction, having resigned in March 1899, I was appointed to fill the vacancy on the 29th of March, 1899.

The following resignations and appointments of Commissioners of Public Instruction have occurred during the period. Dr. Walter Maxwell appointed April 1, 1899, vice Mrs. B. F. Dillingham, resigned.

Mr. C. L. Hopkins, appointed May 12, 1898, vice Mr. W. A. Bowen, resigned.

Mr. J. Q. Wood, appointed November 10, 1898, vice Mr. Geo. W. Smith, resigned.

Mrs. W. W. Hall, appointed September 2, 1899, vice Mr. J. Q. Wood, resigned.

The period has been marked by a rapid increase of school population and a corresponding lack of school accommodations and finances. Progress, however, has been made.

The greatest hardship perhaps has fallen on the teachers on

account of the following resolution passed by the Commissioners of Public Instruction in Board Meeting on April 13, 1899.

“No salary shall be raised from now on until the next appropriation by the Legislature for any cause whatsoever, nor shall the Board consider any application for an increase of any salary whether in or out of the schedule, nor shall any salaries be raised by virtue of this schedule, which is hereby suspended until the next legislative appropriation, or otherwise.”

The schedule referred to contained a classification of teachers and a graded system by which in September of each year for long service and for other reasons salaries were raised.

This action became necessary upon the payroll of the teachers equalling the monthly pro rata of the appropriation “Support of Public Schools Pay Roll,” Act 60, Session Laws of 1898, for the biennial period. A surplus which had been accumulated during the early part of the period would have covered this or any further excess of the payroll over the pro rata until the end of the period. But by law this surplus lapsed on December 31, 1899 into the treasury as a Government realization. After that date therefore, had salaries still exceeded the pro rata, the Department would have been left with the payroll exceeding the pro rata without the means of meeting the excess, except under the provision in Section 5 of Act 60 of the Session Laws of 1898, which provides that the Executive Council may authorize the Minister of Finance to pay upon the requisition of any department moneys in excess of such appropriation (pro rata).

The uncertainty, however, as to the Legislature convening at the usual time after the expiration of this period made this expedient unsafe.

Under these circumstances the Department feels that the subject of Teachers’ Salaries should receive special attention during the coming period. The Teachers’ Committee now have the matter under consideration with a view of rearranging salaries and remodelling the Schedule, which does not appear quite complete.

During the period, several important matters touching general policies and principles of the Department have been under

discussion, with the result that they have been more clearly defined.

First in importance among these fundamental principles is that all classes, whether citizen or alien, are entitled, without condition, equally and alike to the benefits of state education; a principle that contemplates a single system of schools, with equal privileges, open and accessible to all.

The fairness of this principle depends naturally upon its acceptability in the community, that is, upon an equal capacity in all for its enjoyment. As yet it cannot be said to be generally acceptable. Such obstacles exist as the antipathy between nationalities and the inbred experience of the dominant race, obstacles which may be grouped under the head of lack of disposition to allow the general application of the principle. Other obstacles exist which may be ascribed to present conditions, such as the heterogeneous character of the population, and the differences of languages.

The general application of the principle is becoming, however more and more acceptable in both senses of the word. In the future it is to be hoped that those obstacles which arise from lack of disposition may be steadily set aside and those obstacles arising from present conditions may become constantly diminishing necessities.

Consistently with this policy the following action was taken on Thursday, May 18th, 1899 in regard to tuition fees in Select Schools.

“Resolved that the fees for attendance in all Public Schools in the Hawaiian Islands be, and the same are hereby abolished. This action to take effect at the beginning of the next school year.”

It was felt that if selection were based on the fee alone independent of all other considerations, any one could claim a right to enter our select schools upon tender of the fee. If on the other, hand mental, moral, and health qualifications alone were the basis of selection no one could enter upon any other ground of qualification. No one found deficient in the last stated qualifications should be admitted because of ability to pay the fee,

and no one found eligible therein should be excluded for inability to pay the fee.

The fee as a means of selection was found to be relatively ineffective and wholly undesirable. Its utility as a means of revenue was found to be insignificant. Its effect in select schools as a line of demarcation was found to be unsatisfactory. The system was against the policy of Free Education in Public Schools. It prevented many scholars possessing the proper qualifications without the ability to pay from applying for admission, and others, suffering from adverse circumstances, from remaining in the schools.

The removal of the fee has not in any manner affected the standard or character of the select schools. The educational system of these Islands has benefited thereby. All our schools are now free public schools.

The schools affected by this action were the Honolulu High School and the Kaakopua School under Miss Coursen, which is preparatory thereto; a small school at Kohala and a small school at Hilo. These schools were taught in English and charged fifty cents a week as tuition fee for attendance.

The necessity of nationalizing the diverse components of our community through the medium of our schools has also found expression during the period. English was made by law in 1896 the medium of instruction in all government schools; and as a further factor in the application of this principle, which is of vital interest to the state as well as to the cause of education, English during the present period has been recognized as a measure of qualification in promotion.

The solution of this problem of nationalization has been suggested in the expedient of educating a part of our alien population, the part most amenable to education to act as a barrier against the rest. The tendency arises, however, to make this a policy and not a part of a policy; not a means to an end, but the end itself. Good governmental policy dictates the general education of all classes, and more particularly those classes most in need of education. All classes should be brought to an equal realization of their duties to each other and to the state. The state is Anglo-Saxon and its institutions must be Anglo-Saxon

all through. As has been well stated by Mr. Dressler the security of the state is to be found in the intermingling of children in the schools common to all.

The attitude of the Commissioners on this question was clearly defined in their refusal of an application to allow certain Japanese children to be dismissed from the public schools two hours before closing in order that such children might attend a Japanese school. The application itself was refused on a technicality but the discussion brought out and defined the policy.

As regards Manual and Industrial training, the tendency of the Commissioners appears to incline to the fact that neither the value of academic nor industrial nor manual training in our ordinary schools can be over estimated. They are interdependent. The ratio of one to the other should depend upon the temperament of the whole school population which in Hawaii is of an industrial rather than of an academic cast.

Manual training it is felt should form an important part of public instruction in Hawaii. It is peculiarly adapted to this country. Its value lies in the contribution to mental development as a result of hand and eye training. Its object, however, is a knowledge of how to do things rather than dexterity in mechanical art.

DIVISION OF DUTIES.

The following resolution was passed by the Commissioners in Board meeting on October 26, 1899.

"In order that the Commissioners of Education may be enabled more effectively to establish and carry out lines of policy, make needful rules and regulations, and exercise a general supervisory control over the affairs of the Department; be it resolved

"That it is the sense of the Commissioners that all administrative duties of the Department shall be exercised by the administrative officers and standing committees thereof, they taking original action thereon and submitting written reports of their action to the Minister, who shall submit the same to the Commissioners for approval or otherwise at the

next meeting of the Board; the division of duties to be defined in rules and regulations to be adopted and promulgated hereafter."

The Department of Public Instruction is an executive department and consists of a Minister of Public Instruction and six Commissioners who meet and transact business as a board.

The Department has the entire charge and control and is responsible for the conduct of all affairs appertaining to Public Instruction as defined by Act 57 of the Session Laws of 1898.

The administrative officers of the Department are the Minister, who is chief administrative officer, the standing Committees of the Department, the Inspector-General of Schools, the Secretary of the Department, the School Agents in each district, Teachers, Truant Officers, or any other administrative officers the Board may appoint.

It appears that the greatest efficiency in the working of the Department is obtainable only through a clear separation of what may be called legislative and executive powers, retaining the legislative or supervisory control in the Board of Commissioners and vesting the executive powers in the administrative officers of the Department where they properly belong.

To such officers all administrative matters should fall relating to teachers, courses, schoolhouses, scholars, examinations, application of schedules, appointments, the carrying out of the rules, policy and acts of the Board, etc., etc.

The Board should retain a supervisory control over all matters connected with the Department, informing itself through the administrative officers. It should make rules and regulations and lay down lines of policy.

Pursuant to the above resolution, the Commissioners now have under consideration a draft of rules and regulations providing for division of duties. These rules and regulations will serve also as a guide to the Commissioners in future deliberations.

LAHAINALUNA SCHOOL.

This is a manual training school. It stands as a monument to the long recognized desirability of this kind of school in our

educational system. Its varying success is explainable from the standpoint of location and lack of facilities rather than from the standpoint of fallacy of the principle upon which it works. The last Legislature though aware of its diminishing size appropriated a sufficient sum to enable the Department to somewhat improve the school. With such encouragement it is hoped the school will increase to its old time proportions and regain the prominence to which it is entitled by virtue of its objects and its history in the educational system of this country.

SCHOOL YARDS.

Environment in school yards appears to exert as important an influence upon the ethical development of the pupil, as environment in the school room. While in the past, more attention has been given to the latter to brighten the surroundings of pupils and to inspire in them pure and vigorous impressions, the former during this period has come more and more into prominence, especially in connection with industrial work in agriculture and in Nature study.

The efforts of the Department of Public Instruction in this direction have been seconded by the "Armstrong Institute," an association of teachers for the introduction of industrial work in our schools. At the same time due care has been exercised not to sacrifice the play ground for agricultural, park or garden purposes.

WORK IN AGRICULTURE.

The value of this kind of work not only from an educational but from a practical and industrial standpoint, has been recognized.

The natural inclination to turn from the school room to the sunshine, flowers and soil with healthier and freer impulses is far too important a factor toward the development equally of physical and moral with intellectual strength, to be ignored.

Though the purpose of this work, in its present state is not altogether technical, the training and knowledge acquired therein will, it is felt, not come amiss hereafter to any of our

scholars. More of it should be introduced into our educational system. Under our conditions it is entitled to prominence.

A series of lectures were delivered during the session of the Summer School of 1899, on this subject, in which great interest was manifested by the teachers.

The following plan has been suggested: That an instructor be appointed, whose time should be divided between several schools for the instruction of both teachers and scholars. At each school a small plot of ground should be set aside as a garden for practical demonstration; class room work to be resorted to only when necessary to illustrate some point involved in the outdoor operations.

SCHOOL ORGANIZATION.

A unified system of schools with proper and similar grades throughout is important; as also the proper adjustment of conditions in the several schools to the needs of individual pupils. If need be grades may be divided and the passing from one grade to another made easier in order that ability may not be deprived of opportunity. All grades, however, should be similar. They should lead, as they do not appear wholly to do at present, in orderly succession from the lowest grade in any primary school to the highest grade in any high school, and should be equally accessible to all kinds and conditions of scholars. In other words all our schools should be under the same system with enough elasticity in the details of the system to provide for diversity of ability.

The smaller or country schools must of necessity be excepted from this general rule. A country school of from five to ten or even more scholars combines a pupil learning his letters with a pupil learning geography. To grade and classify such a school would be decidedly disadvantageous and absurd. Pupils must be taught individually; but each individual must conform to the modicum of reading, writing, geography, arithmetic, etc., required by the general rules establishing a grade before passing to another grade. That is, he must be taught according to grade. Promotion should depend upon general pro-

ficiency and deportment except that English, the ability to read, write and speak it, shall as the pupil progresses form an important factor in determining grade.

The advantage of grade and classification lies in orderliness and the increased efficiency of instruction. Another benefit is the training to enter the community as a responsible member thereof. A pupil must to a certain degree become acquainted with regime and system. From a standpoint of public education, be he bright or dull, he must never feel that this is an unimportant part of his education. Moreover correlation of subjects, the advantage of which if not abused is now recognized, is practical and effective only under a graded system.

NEW REFORM SCHOOL.

The causes which have prompted the Department of Public Instruction to take this subject under serious consideration have been: the close proximity of the present reform school to the Kaiulani school and to the city, the inadequate size of the present reform school buildings to accommodate the increasing number of inmates; the lack of land for agricultural and industrial purposes; and the desirability of renovating the whole system of handling truant and delinquent children.

A new site for the school at Koolauloa has been proposed, the advantages of which have been summarized in the report of Mr. Allen Herbert as follows:

“Waialeale, Koolauloa district: Area, 733 acres; present lessee, Oahu Railway & Land Company; lease expires, 1901; annual rental, \$175.00. This valuable tract of land extends from the sea, where the land is about three-quarters of a mile wide, to a point half way up the mountain. From Kahuku Plantation it is distant about three miles in a westerly direction. Oahu Railway, Government road and telephone line crosses the land near the sea. On this land is a large fish pond and many taro patches, fed from springs on the land. Above the road toward the foot-hills is excellent land for small fruits and vegetables. Fishing, boating and bathing are excellent here also. This would be a splendid location for our Reform School.”

The facilities of such a location make possible the founding of a "Home for Boys" which not only will accommodate for many years all the children sent to it, but will make useful and proper men out of them. Most of our children of this class are not essentially bad children but are simply wanting in certain characteristics due to lack of proper care and training. Probably very few are criminal, if any. Their wants properly supplied would very soon correct their deficiencies which in most cases are outwardly manifested by a spirit of wanton mischief or dogged obstinacy for which either their parents or their environment alone are responsible.

Such a school therefore should be a "Home for Boys" though a reform school, and in no aspect should it resemble the penitentiary. Its main features should be the enlightenment of the mind and morals, and the training of the hands of these unfortunate children, using all means to encourage them to habits of industry. Boys who are really bad would soon find their level in such school in the estimation of their mates; and unless this and the beneficent influences of the school raise such up for themselves, then they are incorrigible and a subject for our jails hereafter. Though the latter class is to be sent to the school as well as the less malignant class, the tone of the school and its characteristics are not to be taken from them but from those who are amenable to better things. The school will be a home where boys can make themselves better; not a penitentiary where they may become embittered.

The present school has been well conducted through the influence and kindness of the present superintendent. He has done everything possible to make the system agreeable and as far as possible elevating. There are, however, several features which could be improved upon on the lines laid down above. Lack of agricultural facilities, moreover, and the close proximity of the school to the city is fast giving the school an undesirable quality.

The present reform school buildings can be made to satisfy the growing needs of a reform school for the girls. For this purpose it will be suitable; girls are not of a nomadic nature, nor is it probable they would engage in agricultural pursuits.

The grounds about the building are large enough for their recreation.

This subject is recommended to the early consideration of the Legislature. It is hoped that sufficient appropriations will be made to carry out the objects outlined above.

TRUANT LAW.

Improvement in the application of this law is being carried on. The necessity of an intermediary step between the truant officer and the district magistrate was realized some time ago. The undesirable effect produced by bringing before the district magistrate a child, who, either through thoughtless or unintended mischief or unavoidable cause, has made himself amenable to law should be avoided. To remedy this evil the School Agents, particularly in Honolulu, have been advised to investigate the cases of all children apprehended by truant officers in their districts. If, after hearing on the merits, the school agent deems the case merely one for reprimand, he is advised to give such reprimand; if otherwise, then to allow the law to take its course.

HONOLULU NORMAL AND TRAINING SCHOOL.

Since the change of the training department of this school from its old quarters in the Royal School yard to the old Fort Street School building, now occupied by the Normal School, there has been a marked improvement in the work of the school; it is now in better working shape. There are still, however, physical difficulties in the way. The buildings are too small. One normal teacher has to meet on the veranda with her class while another meets hers outside under a temporary roof. In the meantime the teacher in agriculture hunts from room to room to find any place at all. Such a condition of affairs, however amusing to the laity, is very depressing to the earnest workers of this school and distinctly deplorable in so important a school to the community as this.

The buildings, old as they are, have been very much improved in appearance through the efforts of the teachers. The outside

walls have been calcimined, and the interior renovated. The yard, under the care of the instructor in agriculture, has blossomed into a veritable garden.

The school has been devoting itself to training the teachers in the most enlightened methods of instruction, bringing out the effect of coordination of studies and the value of industrial and agricultural work. Most children have a liking for working with their hands. Our school children, as a class, possess this aptitude to a marked degree. This tendency is turned to advantage. Many subjects otherwise scholastic become interesting by demonstration in relation to other things or by direct contact. One subject is made to assist in the explanation of another subject related thereto. Comparative reasoning is encouraged. The use of things is brought out following the natural tendencies of a child's mind in absorbing knowledge. A broader mind it is felt will be the result, more capable and more practicable in attempting new subjects or entering new fields. At the same time the value of pure mental training and abstract reasoning to the extent called for by lower and preparatory schools is not overlooked. Nor is this method of presentation a short cut to knowledge as has been popularly supposed.

The efficiency of the teaching force should always be the subject of closest scrutiny and attention. The efficiency of the community varies directly with the efficiency of education in the community. The Normal School is the main source of supply of teachers in this country. The cause of education is therefore in a measure dependent upon the kind of teacher turned out by the school.

The colleges and normal schools of the various states are the only other available source of supply of teachers. This fact however should not be used as an argument against increasing the efficiency of our local normal school. Hawaii is a country of peculiar conditions. The teacher bred to these conditions and familiar with the tendencies of the school population and the wants of education is without doubt preferable to a teacher unfamiliar with these things, from some other locality, the general qualifications of the two teachers being equal or nearly so.

Up to this time the difficulty has been that the general average of proficiency is largely in favor of the latter class, and the Department, with the interests of education at heart, has granted a large number of applications for appointments of such teachers. Fortunately most of these have proved themselves zealous workers, adapting themselves with rapidity to the peculiarities of the country. They lack, however, the quality of permanency, of inbred affiliation with the country. Their work is of value to the system of education in introducing new ideas; and though from that standpoint possessing brilliancy, it is characterized in many cases by lack of duration. The most valuable work to the Department is that which is to be performed by our own teachers of the intelligent class, whose qualifications will equal those of any teachers of any Normal school away from here.

The Normal school should be given better quarters and better facilities without which there is less inducement to the pupil from our own schools to enter and take up teaching as a profession and less chance of making desirable teachers out of them.

The Summer School and other Teacher's Associations for the interchange of ideas and instruction in pedagogy are also entitled to consideration as having a direct and beneficial influence upon the efficiency of the teaching force.

THE SUMMER SCHOOL.

The Inspector-General of Schools, in the report herewith presented, has called attention to the needed work which has been done in this institution. This work must be done if the forward movement in our schools is to be maintained; and no better means for its accomplishment seems available. Similar classes, under various names have accompanied every great forward movement in education in Hawaii since the organization of the public school system. In the times of Armstrong, under the name of "Normal Schools" they formed one of the most efficient means of improving the teaching force. In 1872 rules were published requiring all teachers to attend "Institutes" of eight days each twice each year. In 1888 and 1889 "Institutes"

were first conducted in the English language and with a view to the improvement of the teaching force of the English schools. Thus far these classes were conducted at convenient points throughout the country. In 1890 a new departure was taken, and all teachers of English were required to attend one central "Convention" at Honolulu. At this time the traveling expenses of teachers coming from the outside districts were paid out of public funds. The state of the appropriations caused a discontinuance of this system. At that time the traveling expenses amounted to more than \$4,000 for the one meeting. In 1896 the system was revived with the modification that attendance was no longer compulsory and traveling expenses were no longer paid out of public funds. Although this has reduced the cost of the undertaking materially it has not resulted in a cheapening of the quality of the "Summer School" as it has since been called. Dr. Dresslar, Dr. Brown, Col. Parker, Mrs. Parker, Miss Annie E. Allen, Miss Zonia Baber, and Miss Flora J. Cooke, together with the local teachers employed in this work, have constituted such a teaching force as few if any educational constituencies of equal size in the United States have enjoyed in the same four years.

KINDERGARTENS.

Kindergartens have generally been introduced into public school systems, where they have been so introduced at all, only after they have passed their experimental stages as private or charitable institutions. In Hawaii they have already demonstrated their value, chiefly under the patronage of the "Free Kindergarten Association," and the time seems to have arrived for a beginning to be made in the introduction of this grade of work into the public schools. Although the tasks to be performed in the way of furnishing school facilities to children of the regular school ages, are by no means finished and will require the greater part of the attention of the Department during the coming period, a beginning in the way of organizing kindergarten rooms may well be made. And as in the organization of the English schools of the country, so in the case of the kindergartens, it would be a piece of wretched econ-

omy to attempt to make a cheap beginning. The first kindergartens organized as public schools will give cast and tone to others for a long time to come. It is important that a right beginning be made. And for this very reason it is safe also to make a slow beginning. Then it would be possible to develop a suitable teaching force as the system develops. Of course this implies a kindergarten training department in the Normal School. As this implies considerable time for growth, the beginning should not be longer delayed.

MEDICAL INSPECTION OF SCHOOL.

The medical inspection in our schools is confined at present to an examination once a year, by a physician and the granting of a certificate thereon without which the pupil is not allowed to enter school. Most of these examinations take place in September, at which time the school year begins. They are conducted either by the family physician or in many cases free of charge by Board of Health physicians. During the year children are occasionally sent by the teachers to the public dispensary for treatment, some teachers exerting themselves in this direction more than others. Their efforts are very commendable but from a medical standpoint are not professional. Upon their judgment alone therefore the health and sanitary conditions of our schools throughout the year rests.

A once yearly examination by a physician is insufficient. Not only should the person of the pupils but the buildings and premises be inspected throughout the year at short intervals. Schools are an important factor in the spread of contagious diseases. Children, through their habits and a less power of resistance, are more susceptible to contagion than adults. They mix; they play; and use each others' things without restraint.

Into these dangers our pupils, between 6 and 15 are compelled to enter under the compulsory school law. The responsibility then falls on the government to throw about them more than ordinary safe-guards. Many state governments have already recognized this. Our condition strongly emphasize it.

It is suggested that sufficient funds be put at the disposal of the Board of Health for extra pay or extra physicians to perform this duty. The districts into which the country has already been divided by the Board of Health would serve as convenient divisions.

CHANGE OF SCHOOL HOURS.

The result of the investigations of the Department on this point have developed the fact that the larger or city schools prefer to begin their sessions at 9; the smaller or country schools at 8. The Commissioners in Board meeting therefore passed the following resolution in preference to fixing any arbitrary time when all schools should begin:

“Resolved that it is the policy of the Department of Public Instruction to make the school hours in the various districts conform to the local requirements, and that changes in individual schools will be considered upon the presentation of petitions from the parents and teachers.”

Several petitions have come in during the latter part of the period, particularly from the coffee district, asking that the long vacation be fixed at such a time in those localities as to suit the conditions thereof. The Department has recognized educational value of training in habits of thrift and industry which the children will acquire in assisting their parents at harvesting time.

Another subject of inquiry which has as yet not been fully passed upon by the Department is the advisability of shortening the session of the lower grades from 5 to $3\frac{1}{2}$ hours. This investigation will take up the question of the relative value of the long and short hours from the standpoint of the child in school and out of school as affected by our climatic conditions. The hygienic value, the value from the standpoint of effectiveness of instruction and capability of absorption, and the convenience of teachers and parents in relation thereto will also be considered.

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SCHOOL BOOKS.

The appropriation for the past Biennial Period for books was \$8,000. These books are bought by the Department and sold at cost price to the pupils. The purchase money is then turned into the treasury as a government realization and the Department deprived of any future use of it. With the exception therefore of \$1,555.60 for books given out free to teachers for desk use, the government is reimbursed for all outlays on this account. In other words the total cost to the government for running this department for the period is \$1,555.60, which is represented by books given out as above stated.

Taking the present number of pupils in the Government schools and without reckoning the probable increase for the coming period, it will be found that \$8,000.00 allows an average of only a little more than thirty-six cents per year per pupil for school books of all kinds. As a result the Department in many instances has been unable to supply many schools with even the books which are regarded as of prime importance. Such schools have been forced to buy their books outside as best they could, often failing for want of proper facilities.

The system, as a system, has many distinct advantages if wholly carried out, viz: uniformity in books, cheapness, expedition and control. Under our present conditions it is the only feasible and practicable system if the department is to deal with school books at all.

Without sufficient appropriation, however, the system becomes a hindrance and annoyance to the whole Department. It will not cost the Government a cent more to furnish the schools with all the books than it now costs to furnish a few books.

VACATION SALARIES.

This difficult matter appears now to have been satisfactorily settled by the resolutions of the Commissioners in Board meeting on June 22, 1899. The provisions of the appropriation bill of "Support of Public Schools Pay Roll," provided for no other means of paying a year's salary than at the end of

each calendar month. This system opens the way for the teacher who teaches less than twelve calendar months receiving, in the case of those who teach, for instance, for two months just prior to the summer vacation of July and August, four months' salary for two months' actual work. And the same system deprives another teacher, who by reason of having worked a few months and resigned, from receiving that portion of the vacation salary to which she is entitled by reason of the amount of work actually done. For instance, a teacher is appointed at \$480.00 a year, or \$40 a month. The actual work performed in consideration of this amount is confined to ten months of the year. Such teacher is appointed just two months before the Summer vacation and receives, in case she does not resign until the end of the Summer vacation, four months' pay for two months' actual work. Another teacher, appointed at the beginning of the school year, works six or seven months and then resigns. On the basis of actual amount of work performed, she has earned the amount of salary, to-wit, \$40.00, and a certain proportion of the vacation salary. That is she is entitled to \$40.00 a month and to such proportion of the vacation salary as she has worked months.

The following is the text of the Resolution above mentioned:

(1) For the purpose of this rule the school year consists of ten months of teaching and two months of vacation; viz., July and August.

(2) All teachers who are in the service of the Department at the close of the Summer term shall be entitled to as many tenths of their respective salaries for July and August as they have taught months.

(3) Teachers who have taught less than two terms, and whose connection with the Department is severed before the close of the Summer term, shall not be entitled to any salary for July and August.

(4) Teachers who have taught two terms or more, and whose connection with the Department is severed before the close of the Summer term, shall be entitled to as many tenths of their respective salaries for July and August as they have taught months.

NEW SCHOOL HOUSES AND TEACHERS' COTTAGES.

The appropriation for the biennial period ending December 31st, 1899, has been expended as follows:

BUILDINGS COMPLETED.

Island of Oahu:

Kaiulani, Honolulu, 12 Room School House,		
Contract Sept. 20, 1898	\$ 19,587 65	
Furniture, Etc.	5,190 68	\$ 24,778 33
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Waipahu, Ewa, 3 Room School House,		
Contract, Dec. 14, 1898	1,865 00	
Furniture	280 35	2,145 35
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		\$ 26,923 68
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Island of Hawaii:

Kaapahu, Hamakua, 2 Room School House,		
Contract, Oct. 26, 1898	\$ 1,200 00	
Furniture	455 75	\$ 1,655 75
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Kaiwika, Hilo, 2 Room School House,		
Contract, Oct. 26, 1898	1,200 00	
Furniture, Etc.	295 15	1,495 15
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Kalapana, Puna, 2 Room School House,		
Contract, Oct. 26, 1898	1,200 00	
Furniture	240 75	1,440 75
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Honokahau, N. Kona, 2 Room			
School House,			
Contract, Oct. 25, 1898,	980 00		
Furniture, Etc.	706 92	1,686 92	
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Haaheo, Hilo, 3 Room School			
House,			
Contract, Nov. 14, 1898	1,673 00		
Furniture	112 69	1,785 69	
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Union Annex, Hilo, 4 Room School			
House,			
Contract, Dec. 17, 1898	4,225 00		
Furniture, Etc.	1,687 32	5,912 32	
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Waiakea-Kai, Hilo, 2 Room School			
House,			
Contract, January 14, 1899	1,200 00		
Furniture, Etc.	270 40	1,470 40	
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Honomakau, N. Kohala, 2 Room			
School House,			
Contract, January 16, 1899	1,408 50		
Furniture, Etc.	532 90	1,941 40	
<hr/>			
Pepeekeo, Hilo, 3 Room Cottage,			
Contract, Oct. 1899	850 00		
Furniture, Etc.	755 72	1,605 72	
<hr/>			
Honomu, Hilo, 2 Room School			
House,			
Contract, Oct. 1899	1,375 00		
Expended		1,183 06	
Olaa-kai, Puna, 3 Room Cottage,			
Contract, Oct. 1899	840 00		
Furniture,	5 35	845 35	
<hr/>			

Pahoa, Puna, 1 Room School
House,

Built by day's labor	279 90
	<hr/>
	\$ 21,302 41
	<hr/>

Island of Maui:

Haiku, Makawao, 3 Room School
House,

Contract, Dec. 19, 1898	\$ 2,023 00	
Furniture, Etc.	612 57	\$ 2,635 57
	<hr/>	

Island of Kauai:

Waimea, Waimea, 2 Rooms Addi-
tion,

Contract, Sept. 16, 1898	\$ 980 00	
Furniture, Etc.	72 06	\$ 1,052 06
	<hr/>	

BUILDINGS NOT COMPLETED.

Island of Oahu:

Kulaokahua, Honolulu, 12 Room
School House,

Contract	\$ 20,349 00	
	<hr/>	
Paid on contract	12,375 00	
Furniture, Etc.	855 23	\$ 13,230 23
	<hr/>	

Island of Hawaii:

Papa, South Kona, 1 Room School
House,

Contract	\$ 1,000 00	
Expended		\$ 5 50

Keauhou-uka, N. Kona, 1 Room
School House,

Contract	1,150 00	
Expended on contract	650 00	
Furniture	85 36	735 36

Onomea, Hilo, 2 Room School
House

Advertised but not contracted for Expended		38 02
		\$ 778 88

Island of Kauai:

Mana, Waimea, 1 room School
House,

Contract	660 00	
Expended		\$ 52 90

Island of Maui:

Kaupakalua, Makawao, 1 Room
School House,

Contract	\$ 930 00	
Expended incl. Furniture, Etc ..	.	\$ 562 82

Keokea, Makawao, 2 Room School
House,

Contract	1,870 00	
Expended incl. Furniture, Etc. ..		186 45

RECAPITULATION.

Oahu:

Appropriation		\$ 48,000 00
Expended	\$ 40,153 91	
Outstanding Contracts	7,974 00	48,127 91
	<hr/>	<hr/>
Balance		
	<hr/>	<hr/>

Hawaii:

Appropriation		\$ 25,000 00
Expended	\$ 22,081 29	
Outstanding Contracts	1,500 00	23,581 29
	<hr/>	<hr/>
Balance		\$ 1,418 71
	<hr/>	<hr/>

Maui:

Appropriation		\$ 7,000 00
Expended	\$ 3,384 84	
Outstanding Contracts	2,800 00	6,184 84
	<hr/>	<hr/>
Balance		\$ 815 16
	<hr/>	<hr/>

Kauai:

Appropriation		\$ 3,000 00
Expended		1,104 96
		<hr/>
Balance		\$ 1,895 04
		<hr/>

The number of school houses built during the biennial period does not equal the number built during the last period, nor does it equal the demand for new buildings brought about by the large increase of attendance. A step in the right direction

in the construction of school buildings, however, has been taken. I refer to the Kaiulani School building, which is displayed upon the frontispiece of this report; and to the Kulaokahua School building on Beretania street, now in process of completion.

These buildings are substantially constructed of brick covered with plaster. The design is adapted not only to the requirements of a modern school building, but also to the climatic conditions of this country. Outwardly they present a substantial and good appearance.

In the coming period it is to be hoped that this newly inaugurated policy of erecting substantial brick or stone buildings for school houses will receive every encouragement from the Legislature.

The list of new buildings and teachers' cottages required for the coming period has been carefully prepared by the Lands and Buildings Committee, appointed by the Commissioners of Public Instruction.

The list is as follows:

MEMORANDUM OF RECOMMENDATIONS OF THE COMMITTEE ON LANDS AND BUILDINGS FOR THE BIENNIAL PERIOD ENDING DECEMBER 31, 1901.

HAWAII.

Hilo:

- 2 room school house at Pohakupuka.
- 1 room school house at Hakalau.
- 1 room school house at Kaumana.
- 1 room school house at Waiakea.
- 5 room cottage at Pohakupuka.
- 5 room cottage at Honomu.

Puna:

- 14 school rooms at Olaa Plantation, (no recommendations as to how they should be distributed.)
- 4 school rooms at Puna Plantation and vicinity, (same remarks as in last case).
- 6 room cottage at Olaa Mill.
- 5 room cottage at Mountain View.
- 5 room cottage at Upper Olaa.
- 5 room cottage at Puna Plantation.
- 3 room cottage at Kauaea.
- 5 room cottage at Pahoa.

Kau:

- 3 room school house at Hilea.

(The school agent recommends a 1 room addition to the teacher's cottage at Pahala.)

South Kona:

- 3 room school house at Hookena.
- 3 room school house at Kona-waena.
- 6 room cottage at Kona-waena.
- 6 room cottage at Hookena.

North Kona:

- 2 room school house at Kalaoa.
- 3 room school house at Holualoa.
- 5 room cottage at Keauhou.
- 5 room cottage at Kalaoa.
- 1 room school house at Makalawena.

North Kohala:

- 1 room school house at Halawa.
- 1 room school house at Kaaubuhu.

1 room school house at Honoipu, Mahukona or Puuhue;
location to be decided hereafter.

3 room cottage for same.

South Kohala:

1 room school house at Kawaihae.

1 room school house at Puako.

3 room cottage at Kawaihae.

3 room cottage at Puako.

Hamakua:

1 room school house at Paauiio or Homesteads.

5 room cottage at Paauiio.

3 room cottage at Kaapahu.

3 room cottage at Waipio.

OAHU.

Honolulu:

A new building for the Royal School.

A new building for the Normal School.

Koolauloa:

1 room school house at Kahana.

3 room cottage at Kahana.

Ewa:

5 rooms for the Honolulu Plantation and vicinity; location
to be decided hereafter.

6 room cottage at Waiawa.

6 room cottage at Waipahu.

Waialua:

6 room school house.

6 room cottage.

MAUI.

Lahaina:

2 room school house at Maunalei, Lanai.

5 room cottage at Maunalei.

Wailuku:

1 room school house at Keawakapu.

1 room school house at Spreckelsville.

1 room school house at Waikapu.

Makawao:

1 room school house at Huelo.

3 room school house at Makawao.

2 room school house at Haiku.

3 room school house at Kihei.

5 room cottage at Haiku.

5 room cottage at Kihei.

Hana:

2 room school house at Nahiku.

5 room cottage at Kipahulu.

The school agent also recommends a cottage at Keanae.

Molokai:

2 room school house at Kamalo.

1 room school house at Waialua.

1 room school house at Wailau.

1 room school house at Pelekunu.

1 room school house at Palaau.

1 room school house at Kaunakakai.

5 room cottage at Kamalo.

KAUAI.

Hanalei:

1 room school house for Koolau.

Koloa and Lihue:

2 room school house at Hanamaulu.

6 room school house at Koloa.

10 rooms for McBryde Plantation and vicinity; locations to be decided hereafter.

Kawaihau:

1 room school house at Anahola.

7 room school house at Kealia; to replace present Kapaa school.

Waimea:

2 room school house at Kekaha.

6 room school house at Hanapepe.

3 room cottage at Mana.

The largest of the proposed new school houses enumerated in the above list is that which the Department asks to have built upon the premises now occupied by the old Royal school. The necessity for such a school is urgent. It will take up a good part of the surplus school population and absorb one or two of the minor schools. The building is to be of substantial material well equipped and modern in every respect. It is to be probably three stories high. The two lower stories to contain 12 school rooms and the upper story to be turned into an assembly and general High School rooms. The basement will be utilized as work shops.

APPROPRIATIONS.

An increase over the appropriations for the last biennial period will be needed all along the line for the coming biennial period. The statistical tables submitted herewith in the report of the Inspector General of schools fully demonstrate this necessity.

Statement of amounts appropriated, amounts drawn and balances remaining of the several appropriations for the support of the Department of Public Instruction for the two years ending December 31st, 1899.

Title.	Appropriation.	Drawn.	Remaining.
Salary Inspector-General	\$ 6,000 00	\$ 6,000 00	
Traveling Expenses			
Inspector-General	500 00	500 00	
Salary Deputy Inspector	900 00	900 00	
Salary Normal Instructor	6,000 00	4,500 00	1,500 00
Traveling Expenses			
Normal Instructor.	500 00	491 60	8 40
Salary of Secretary	3,600 00	3,600 00	
Salary Assistant Secretary	3,000 00	2,250 00	750 00
Salary Messenger, &c.	1,800 00	1,800 00	
Support of Schools			
Pay Roll	450,000 00	428,862 18	21,137 82
Salaries of School Agents	4,500 00	4,396 00	104 00
Salary Supt. Indust. School	2,400 00	2,400 00	
Salary Matron Indust. School	1,800 00		1,800 00
Pay of Guards, Industrial School	1,800 00	1,437 00	363 00

Title.	Appropriation.	Drawn.	Remaining.
Industrial and Reform			
School	10,000 00	4,543 55	5,456 45
Industrial and Manual			
Training	2,000 00	2,000 00	
Expenses Teachers'			
Convention	2,500 00	2,249 31	250 69
Book Fund	8,000 00	7,971 27	28 73
Stationery and Inci-			
dentials	8,000 00	7,998 41	1 59
Repairing School			
Houses	15,000 00	14,009 33	990 67
Furniture and Fix-			
tures	4,000 00	3,855 29	144 71
Support of Lahaina-			
luna	4,000 00	2,699 59	1,300 41
New School Houses,			
&c.			
Hawaii	25,000 60	22,081 29	2,918 71
Maui	7,000 00	3,384 84	3,615 16
Oahu	48,000 00	40,153 91	7,846 09
Kauai	3,000 00	1,104 96	1,895 04
Totals	<u>\$ 619,300 00</u>	<u>\$ 569,188 53</u>	<u>\$ 50,111 47</u>

UNPAID CLAIMS, 1897.

Title.	Appropriation.	Drawn.	Remaining.
Support Pub. Schools.	\$ 2,137 00	\$ 2,102 00	\$ 35 00
Salaries School Agts.	149 75	142 75	7 00
Repairing School			
Houses	1,100 75	1,100 75	
Stationery and Inci-			
dentials	1,832 93	1,830 73	2 20
Industrial and Reform			
School	601 16	601 16	

Title.	Appropriation.	Drawn.	Remaining.
Exp. Industrial and Manual Training ..	3 15	3 15	
Book Fund	383 93	383 93	
	<hr/>	<hr/>	<hr/>
	\$ 6,208 67	\$ 6,164 47	\$ 44 20
Amount Forward..	\$ 619,300 00	\$ 569,188 53	\$ 50,111 47
	<hr/>	<hr/>	<hr/>
Totals	\$ 625,508 67	\$ 575,353 00	\$ 50,155 67

RECEIPTS, 1898 AND 1899.

Book Sales	\$ 5,778 05	
Tuition Fees	7,156 05	
Interest and Rents ..	2,547 45	
Sundry realizations credit to general ac- count government realization	242 70	
	<hr/>	
		\$ 15,724 25

I have the honor to submit herewith the report of the Inspector-General of Schools with his recommendations and statistical tables.

I have the honor to be, Sir,

Your obedient servant,

E. A. MOTT-SMITH,

Minister of Public Instruction.

MR. SANFORD B. DOLE,

President of the Republic of Hawaii.

REPORT

OF THE

INSPECTOR-GENERAL OF SCHOOLS.

REPUBLIC OF HAWAII,
DEPARTMENT OF PUBLIC INSTRUCTION,
HONOLULU, Hawaiian Islands, December 30, 1899.

To the Minister of Public Instruction.

SIR:—As this is my last regular report for the century it seems fitting that in it some account be given of our educational past and of the steps by which our present status has been reached. This task is undertaken without any expectation of adding to the body of historical knowledge which is our common possession, but with the sole purpose of placing an epitome of our educational history in convenient form at the disposal of all interested parties, at home and abroad.

LEARNING OF THE ANCIENT HAWAIIANS.

It has been quite commonly assumed that before the Hawaiians had books they could have had no such thing as education. Yet such an assumption is by no means justified by the facts.

Their knowledge of nature about them was remarkably intimate and discriminating. They had names for all the different plants of the Hawaiian flora; and although their schemes of

classification were fragmentary, crude and faulty, their knowledge of the characteristics and habits of the different plants about them would put to shame many a school girl able to chase flowers down with a key and call them hard names consisting of two Latin or Latinized words each. The art of healing had made considerable progress among them, though it was based upon empiricism rather than upon scientific knowledge. Many of their vegetable remedies are highly esteemed by those who know of them at present, and that without regard to race. And in other ways they made use of their knowledge of the properties of plants. And the knowledge which the ancient Hawaiians possessed of the fishes of the sea was sufficient to place them fully on a par with the scientific men of their day, as far as their limited field of observation was concerned. They knew the birds of the mountains, the low-lands, and the sea, including those migratory birds which visited them annually from the coasts of North America; and they could tell the characteristic habits of each kind. They knew no more of what we now call geology than did their European contemporaries, yet they had names for many different rocks and formations and gave accounts of their origin satisfactory to their minds and about as nearly true as the theories of their neighbors in Christendom of a century or two ago.

They had a practical knowledge of astronomy worthy of more than passing mention. They knew the visible planets and the principal constellations. They knew the tropics and the equator; and they determined latitude by means of the circumpolar constellations, both northern and southern, probably by their dipping upon the horizon. A faint and confused* echo, as it were, of the learning of the old Hawaiian teachers has been preserved to us in an outline of ancient astronomy or navigation written by the well known Hawaiian scholar, S. M. Kamakau, and published in the "Kuokoa" for August 5, 1865. This article in full is here given as translated by Prof. W. D. Alexander, and published in Thrum's Annual for 1891, under the title, "Instruction in Ancient Hawaiian Astronomy as Taught by Kaneakahoowaha, one of the Counsellors of Kamehameha I."

*The word confused is here used deliberately. Mr. Kamakau undoubtedly confuses the old with the new learning in this account.

"Take the lower part of a gourd or hula drum (hokeo), rounded as a wheel, on which several lines are to be marked (burned in), as described hereafter. These lines are called, 'Na alanui o na hoku hookele' (the highways of the Navigation stars), which stars are also called 'Na hoku ai aina' (the stars which rule the land). Stars lying outside of these three lines are called 'Na hoku a ka lewa,' i. e., foreign, strange, or outside stars.

"The first line is drawn from 'Hoku paa' (North Star) to the most southerly of 'Newe' (Southern Cross?). The portion to the right or east of this line is called 'Ke alaula a Kane' (the dawning, or the bright road of Kane); and that to the left or west is called 'Ke alanui maaweula a Kanaloa (the much travelled highway of Kanaloa).

"Then three lines are drawn east and west (latitudinally), one across the northern section, indicates the northern limit of the sun, about the 15th and 16th days of the month Kaulua, and is called 'Ke alanui polohiwa a Kane' (the black shining road of Kane). The line across the southern section indicates the southern limit of the sun, about the 15th and 16th days of the month Hilinama, and is called 'Ke alanui polohiwa a Kanaloa' (the black shining road of Kanaloa). The line exactly in the middle of the sphere (the drum, the Lolo), is called 'Ke alanui a ke Kuukuu' (the road of the spider), and also 'Ke alanui i ka Piko o Wakea' (the road to the navel of Wakea).

"Between these lines are the fixed stars, 'Na hokupaa o ka Aina.' On the sides are the stars by which one navigates. The teacher will mark the position of all these stars on the gourd. Thus he will point out to his scholars the situation of Humu (Altair), Keoe (Vega?), Nuuanu, Kapea, Kokoiki, Puwepa, Na kao (Orion), Na Lalani o Piliula, Mananalo, Poloahilani, Huihui (the Pleiades), Makalii (the Twins), Ka-Hoku Hookelewaa (Sirius), Na Hiku (the Dipper), and the planets, 'hoku hele', Kaawela (Jupiter), Hokulua (Venus), Hokuula (Mars), Holo-holopinaau (Saturn), Ukali (Mercury), etc.

"During the nights Kaloa to Maui (the dark nights of the moon), are the best times for observation. Spread out a mat, lie down with your face upward, and contemplate the dark-

bright sections of Kane and Kanaloa, and the navigating stars contained within them.

"If you sail for the Kahiki groups, you will discover new constellations and strange stars over the deep ocean, 'hoku i ka lewa a me ka lepo.'

"When you arrive at the 'Piko o Wakea' (Equator), you will lose sight of the 'Hoku-paa' (North Star); and then 'Newe' will be the southern guiding star, and the constellation Humu will stand as a guide above you, 'Koa alakai maluma.'

"You will also study the regulations of the ocean, the movements of the tides, floods, ebbs and eddies, the art of righting upset canoes, 'ke kamaihulipu,' and learn to swim from one island to another. All this knowledge contemplate frequently, and remember it by heart, so that it may be useful to you on the rough, the dark and unfriendly ocean."

But this knowledge of navigation has passed away from the Hawaiians, only such fragments as the above remaining. And although such voyages had long been discontinued when the white man first made the acquaintance of the Islands, evidences are abundant that in former centuries this system of navigation served to guide the Polynesians in voyages back and forth from here to Tahiti, Samoa, Tonga and other islands of the South Seas.

Hawaiian literature, like that of the early Greeks, was preserved without the aid of letters, and was published by means of the voice alone. It consisted of historical legends and poems, as long as books of Homer, by means of which the knowledge of their past was preserved to the people, and a great mass of prophesies, prayers, creation myths, religious poems, hulas, etc. My learned predecessor, Hon. A. Fornander, did the world a great service in rescuing from oblivion and sifting this mass of historical literature, but the great mass of general Hawaiian literature remains yet to be so rescued and preserved for the learned world. Of course this literature was known to the many only by the hearing of the ear. But the learned class held vast stores of it in their memories. Every chief worthy of consideration was assumed to be able to chant

his own genealogy through many generations and the heroic deeds of his illustrious ancestors. And even the common people were made measurably familiar with the main outlines of their country's history.

The intellectual capacity of the people is roughly measured by the fact that their language contained more than twenty thousand words. Yet it had no written form, and the people knew no alphabet.

BEGINNING OF LITERARY EDUCATION IN HAWAII.

Although early explorers put forth some efforts to enlighten the Hawaiians in the learning of the civilized world, it remained for the missionaries of the Cross to reduce their language to written form and to introduce a system of schools established for the purpose of teaching the common school branches as generally understood. The first missionaries to arrive were a band sent out by the American Board of Commissioners for Foreign Missions, who bore instructions "to aim at nothing short of covering the Sandwich Islands with fruitful fields and pleasant dwellings, and schools and churches, and of raising the whole people to an elevated state of Christian civilization." They arrived early in 1820, and, after waiting two weeks for the permission of the King, disembarked and established themselves permanently. The attitude of these persons toward the education of the people may be judged by the fact that one of them, Mrs. Lucy G. Thurston, in giving an account of the beginnings of their work, incidentally mentions the fact that the King's chief minister was engaged in learning the English alphabet on board their vessel before the missionaries were permitted to land. And in speaking of the difficulties and labors connected with the establishment of their homes in this strange land after their long voyage, she incidentally says, "For several days we received calls from the queens and their whole train of attendants, three or four times a day, and at each time were solicited to hear them read."

Efforts to teach Hawaiians to read the English language seem to have been continued with unabated zeal until their

own language was reduced to written form; and they seem to have met with success almost beyond belief, for we read that "in three months' time, the King was reading the English Testament."* Indeed, the reading of English seems always to have been regarded as a proper accomplishment for those of noble birth, though the common people were not encouraged to great efforts in this line for many years, owing in part to the prejudices of the King and chiefs and in part to the inherent difficulties of such an undertaking as well as to the unfavorable conditions then existing.

VERNACULAR SCHOOLS.

In instructing these missionaries as to their duties the Prudential Committee of the American Board, among others, enumerated the following, "To obtain an adequate knowledge of the language of the people; to make them acquainted with letters." In the work of reducing the language to written form they had the valuable assistance of the Rev. W. Ellis, an English missionary from the Society Islands, who sojourned with them for a few months.† With what zeal and diligence they applied themselves to the task of fulfilling this part of their commission may be inferred from the fact that the first sheet that was ever printed in the Hawaiian language was printed January 7, 1822, and that it was part of a spelling book. This date marks an era in the history of education in the Hawaiian Islands.

Upon the reduction of their own language to written form, the historian tells us, "A new impulse was given to the desire for knowledge among them. . . . All the leading chiefs, including the King, now eagerly applied themselves to learn the arts of reading and writing and soon began to use them in business correspondence. . . . Before the end of 1824, two thousand people had learned to read, and a peculiar system of schools was spreading rapidly over the Islands. Each chief sent the most proficient scholars in his retinue to his different lands with orders to his tenants to attend school. The eagerness of the people to acquire the new and wonderful arts of

*Rev. C. M. Hyde, in *Thrum's Annual*.

†Shortly after Mr. Ellis's return to the Society Islands he again visited Hawaii, remaining nearly two years.

reading and writing was intense; and at length almost the whole population went to school.”*

Bearing in mind that this was before the days of written laws and constitutions in Hawaii, that at this time the government consisted of the King and his subordinate chiefs, and that the laws of the land were expressed in terms of the wills of the King and the chiefs, we see in this a public school system, with compulsory attendance, established in feudal Hawaii, while Pestalozzi was still conducting his institute at Yverdon, and more than a decade before the establishment of the first kindergarten by Froebel and the contemporary educational revival in America with which the name of Horace Mann is forever linked.

As may be judged from the above quotation from Professor Alexander, this great enthusiasm for learning, which seems to have given the spelling book in Hawaii something of the charm of the phonograph in “Darkest Africa” today, led to the employment of many poorly equipped teachers—teachers who had spent from a few months to two years in acquiring the learning which they were to communicate. Fortunately the Hawaiian language is approximately phonetic, and the number of letters used to represent Hawaiian sounds is only twelve. So the arts of reading and writing could be readily learned in spite of very bad teaching. And these two “R’s” constituted the body of instruction given in most of the schools of this period. Having acquired as much of learning as these schools offered, pupils naturally dropped off in attendance. Thus at the height of the enthusiasm for these novel and wonderful arts of reading and writing, the attendance exceeded fifty thousand; but a few years later the number had fallen off to twenty thousand.

But underneath all of this was the influence of the missionaries, whose educational aims and ideals were high, and in many respects worthy of a later day. They had a general supervision of all the schools of this period, but what could they accomplish for the betterment of the schools so numerous, so scattered, and taught by teachers so poorly equipped for the work? Through all this educational hurry and confusion the

*Alexander’s “Brief History of the Hawaiian People.”

schools which they themselves taught were of superior quality. Indeed, they were always preparing teachers for what I may now be allowed to call the common schools. But their pupils were called away from them by the urgency of the demand for teachers soon after their preparation began. This first enthusiasm for the arts of reading and writing having exhausted itself, through having attained its end, they found the time suitable for organizing the advanced work more systematically and more permanently.

"In this state of things it was unanimously resolved at a general meeting of the Mission in June, 1831, to form a high school for raising up school teachers and other helpers in the missionary work, to disseminate knowledge throughout the Islands, embracing general literature and the sciences, and whatever may tend to elevate the whole mass of the people from their present ignorance and degradation, and cause them to become a thinking, enlightened and virtuous people."*

In compliance with this resolution Lahainaluna Seminary was established and opened its doors the following September. Lorrin Andrews was the first principal; and at first the teaching force consisted wholly of missionaries. But it was not many years before the brightest of the graduates were retained to become instructors in their alma mater. This institution continues to the present time and is the oldest school in the Hawaiian Islands. Its graduates are numbered by thousands, and many of them have been creditable to their race and to their teachers, occupying and honoring prominent positions in Hawaii and in the mission fields of the South Pacific.

Hilo Boarding School dates from 1836, though it was not fully organized till three years later. This school deserves and will receive further consideration in another part of this sketch.

In 1836 a boarding school for girls was established at Wailuku. In 1839 an industrial school for boys was opened at Waialua, Oahu. And from time to time numerous mission schools of similar character sprang up. Many of these have served their times and have ceased to exist. They are worthy of note nevertheless, on account of the influence they exerted

*E. W. Clark in "The Hawaiian Spectator," October, 1838.

over the common schools. The establishment of Lahainaluna Seminary and these other schools of a relatively high order, marks a distinct stage in the development of the common schools. Henceforth they cease to be merely places for learning to read and write, and become institutions where these attainments are used as means of more general education.

During the decade which saw so many of these schools spring up, whose influence upon the common school was destined to be so immediate, so great, and so lasting, three others were established which were destined to equally honorable careers though to a less direct influence upon the general education of the people. In 1833, the Oahu Charity School first opened its doors. Its avowed object was to try the experiment of teaching half whites the English language; and we find it designated in official reports many years later as the Kula Hapahaole, or Half-White School. We shall have occasion to note this school from time to time as it passes through its various stages as the Honolulu Town School, the Fort Street School and finally as Honolulu High School.

In 1840 the Royal School was opened as a school for the chiefs. As intimated above, this school did not immediately and directly influence the work in the common schools. This is due to two facts: First, the chiefs who were educated here, perhaps naturally, did not devote themselves to the work of the common schools; and, second, the language of this school was not the language of the common schools. In later years, however, its influence as a preparer of teachers was strongly felt.

Punahou School was founded in 1841, as a school for the education of the children of the missionaries. At first it was intended to be merely a fitting school to prepare boys and girls for entering American colleges; but the distances and difficulties of communication between the Islands and such colleges soon led to the demand for a course of instruction, which would enable pupils to enter on advanced standing and complete their courses with a shorter residence abroad. I may be allowed to anticipate my story and say that in 1853 it was chartered as Oahu College.

In 1837 a large reinforcement of well qualified teachers came to the Protestant Mission. As these took up the work indicated in the account of the mission schools, their beneficent influence upon education in the common schools may readily be inferred.

In 1839 the Roman Catholic missionaries, having secured a permanent footing in the Islands, established their system of schools. But owing to difficulties with the Government attendant upon their arrival, their schools did not at once take their proper place in the educational system of Hawaii. It is farthest from my purpose to open up old sores or to discuss the responsibility for their existence. But it is my duty to record the fact that the present cordial relations between the different educational interests of the Islands did not at the first exist, and that they were a matter of slow growth.

ORGANIZATION OF THE SCHOOLS AS A SYSTEM.

In 1840 the first comprehensive written laws were published, and among them was a general school law. It provided in great detail for the organization, discipline and general conduct of schools. Methods of securing teachers and agreeing upon salaries were fully provided, but no adequate means of securing the payment of the salary agreed upon. This fact led to difficulties which later became serious. Communities were loaded with debts which hung over them for years. But a more suitable time will come for discussing this matter.

Attendance at school was made compulsory and suitable penalties for both father and child were to follow willful failures to observe this provision. This applied to children from the ages of four to fourteen.

A crude system of supervision was provided for, a general agent being assigned to each of the islands of Hawaii, Maui, Molokai, Oahu and Kauai. These were to have their board while traveling to inspect schools, and in addition were to be paid twenty-five dollars a year. Their salaries were to come from the general treasury, and they seem always to have been paid. But taxes at this time were paid partly in money and partly in produce, and the law expressly provided that the

salaries of these general agents or supervisors should not be paid in money.

The following year this law was submitted to the Legislative Assembly, in which, for the first time, elected representatives of the people took part, and the following additional provision was made:

“No man born since the commencement of the reign of Liho liho (1819), who does not understand reading, writing, geography and arithmetic, shall hold the office of Governor, Judge, Tax Officer, nor Land Agent, nor hold any office over any other man, nor shall a man who is unable to read and write marry a wife, nor a woman who is unable to read and write marry a husband.”

It is common to speak of compulsory attendance at school as compulsory education, although it only requires a reference to the question to convince anyone that it is no such thing. But our Hawaiian Legislators of 1841 came one step nearer to real compulsory education,—in fact, they made about as near an approach as is possible. Although this section was undoubtedly suggested by earlier similar edicts of the Governors, it is interesting to note that it became a general law in Hawaii's first legislature, apparently originating as such in the popular branch. And it casts a significant sidelight upon the educational condition of the persons concerned. The legislature surely would not have made ability to read and write prerequisite to marriage if such ability among those concerned had not been almost universal, especially as the period of school age, as provided in the same law, ended with the fourteenth year.

ORGANIZATION COMPLETED.

Thus the schools of Hawaii were organized under regularly enacted written laws; and a new educational era was begun. But the provisions of these laws, both educational and other, were lamentably incomplete. The old feudal system of government had been entirely broken down, but as yet the constitu-

tional forms had not been fully developed. At one time unfriendly foreigners seemed about to succeed in crushing the life out of the government during this transition period. But, in the language of the reigning King, "The life of the land was perpetuated in righteousness—Ua mau ke ea o ka aina i ka pono."

The imperfections of the constitution and laws published can be understood and appreciated in the light of the fact that up to this time there was no man bred to the law in the whole land. Hawaii greatly needed a friend of the legal profession; and her need was soon satisfied. In 1843 John Ricord, a talented young lawyer from the state of New York, arrived at Honolulu, and in less than six months was gazetted as Attorney-General. He was the first to hold this office. Of his manifold services rendered to this country it would not be proper for me to speak in this connection. But his chief claim upon our gratitude is based upon his services in drafting and carrying through three laws: "An Act to Organize the Executive Ministry of the Hawaiian Islands"; "An Act to Organize the Executive Departments of the Hawaiian Islands"; and "An Act to Organize the Judiciary Department of the Hawaiian Islands." The first two of these directly touched the subject of this sketch, providing for a responsible head of the school system in the Minister of Public Instruction, for an elaborately organized and numerous supervisory force, and for the complete nationalization of the system of schools.

These laws took effect on the 10th day of September, 1846, before which day William Richards had been commissioned Minister of Public Instruction, and had made a preliminary report upon educational conditions. He lived to serve the country in this capacity but one year. During this brief period he organized the new educational system, nearly or quite liquidated the obligations incurred by the various school districts under the laws of 1840 and 1841, and made one regular report to the Legislature. Mr. Richards was a man who, in advance of his times, had come to regard education as a means of making more efficient and better workers. In his report he

dwells upon the value of education as a commercial investment, contending that it pays in the increased productiveness of labor which it brings about. In devoting his attention almost wholly to this phase of the subject the worthy Minister seems to have been presenting such arguments as he deemed most efficient in procuring liberal appropriations for his department. It would be interesting to know just what steps he would have taken to make the schools fulfill the promises which he was making in the name of education. But he died too soon to reveal to us fully his ideals.

RICHARD ARMSTRONG.

He was succeeded in December, 1847, by Richard Armstrong, whom his son, General S. C. Armstrong, famous in connection with Hampton Institute, describes as an ardent admirer and disciple of Horace Mann. And the carefully preserved volumes of "The Common School Journal, edited by Horace Mann" and the similarly preserved volumes of "Ka Elele," Mr. Armstrong's own official organ, which he passed down to his successors as a part of the office belongings, are of historical significance in this connection. He held the position at the head of the public schools for thirteen years, until his death. No other man ever stamped his own individuality so deeply upon the Hawaiian schools. Being a disciple of Horace Mann, he was naturally and necessarily the champion of realism as against formalism. And in virtue of that discipleship he was a very strong and practical advocate of normal training for teachers. Yet by his environment he was painfully limited in his efforts to realize his ideals. In the same report in which he sets forth with clearness and enthusiasm the need for more adequate preparation of teachers for the common schools, he reveals the fact that he was unable to pay an average salary of seven and a half dollars a month of actual teaching time. In 1851 the average cost of the support of a common school, teacher's salary and all other expenses included, was \$47.23 for the year. And it must be borne in mind that this sum did not represent cash, as taxes were still collected largely in produce. Thus we are told that

in Kau this year the teachers were paid in "soap, goats, etc." At first two teachers "refused to take the goats because they were scattered here and there." But when it was explained to them that the treasury contained nothing else, and that the tax-collector had no place to keep the goats, they came to reason and took what they could get. Yet we have Mr. Armstrong's solemn assurance that "they live better now than any other class of the common people." Under such difficulties and limitation, this "disciple of Horace Mann" labored to build up an ideal teaching force, that they might build up an ideal system of schools! Yet he had the courage to take such teachers as he could get, and with them make the schools as good as circumstances permitted.

He was an advocate of industrial training, and did all he could to foster it in the common schools, as well as in the boarding schools, such as Lahainaluna Seminary. In his report for 1856 we read:

"One subject I have endeavored not to forget in my daily intercourse with the people during these tours, and that is the importance of industry, especially in the way of agriculture, to the well-being of the native race. Being personally and specially charged by His Majesty to keep this subject prominently before the people wherever I went—I have not failed to do so, when addressing them on the subject of public morals; for the greatest source of our immorality is idleness. . . . In several places measures were adopted during my first visit for forming agricultural and industrial societies among the natives, and both males and females entered into the subject with great interest. At Lahaina and Hilo societies were actually formed, and large numbers subscribed their names as members.

"At a school anniversary on the island of Molokai, in the month of September last, it was most gratifying to witness the exhibitions of industry and skill among the parents and children on that island. Some of the schools had been engaged with their teachers in the cultivation of kalo, and had realized from \$50 to \$150 each during the year from the sale of this product. Others had cultivated sweet potatoes, squashes and the like,

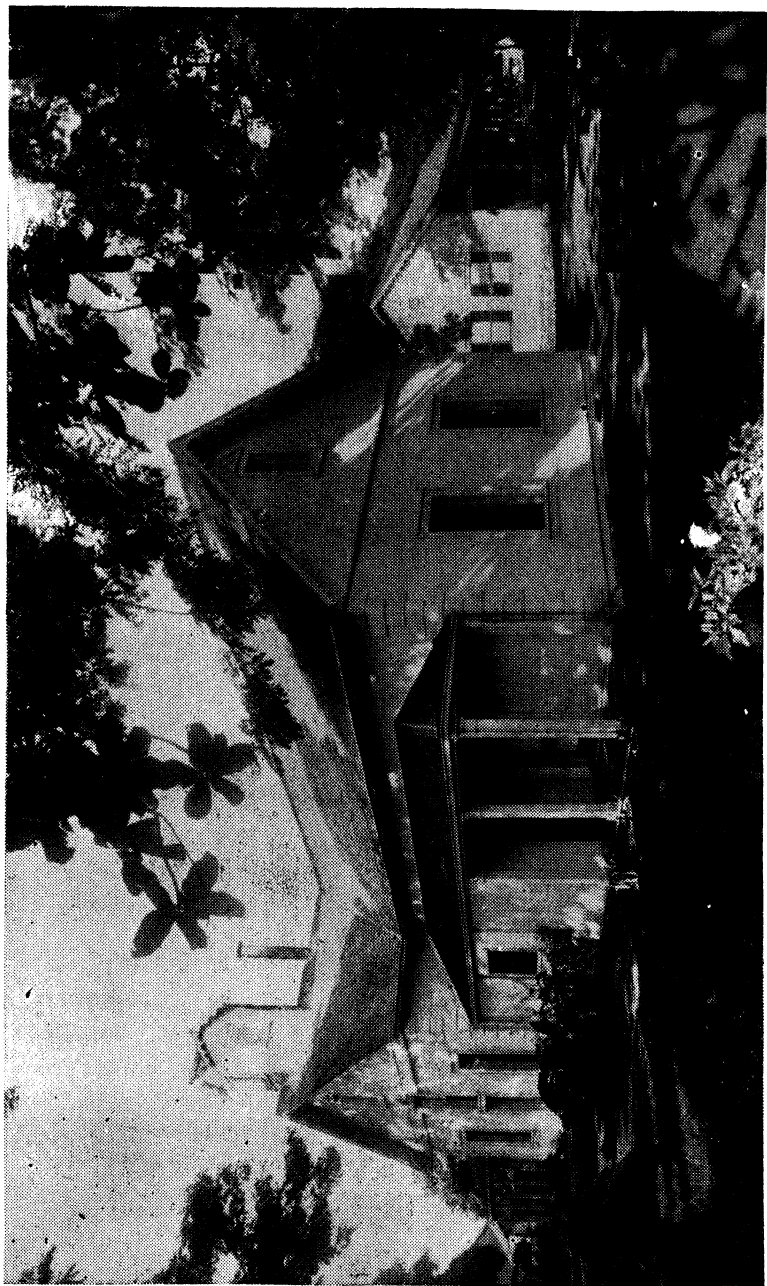
with equal success; while the girls in Mr. Dwight's school exhibited specimens of bonnets, skirts, dresses, bed-quilts, etc., made by themselves, that were creditable to them as well as to their teachers. That was done on a similar occasion at Hana.

"From the commencement of my labors in the schools, it has been a leading object with me, to encourage all kinds of profitable industry in connection with them; and the Board of Education has made it a matter of frequent deliberation and discussion how this idea can be carried out."

It would be a pleasure to continue these quotations, but enough has been given to indicate the aspirations and achievements of the Department of Public Instruction under the guidance of Mr. Armstrong, in the matter of industrial education. And in order that the measure in dollars given in the above quotation may be properly appreciated, it may be well to add that the average salary of a teacher the year of the Molokai exhibit referred to, was \$56.61. Thus the income from the manual labor of the schools in some cases approached three times the average salary of a teacher for the year.

He was an advocate of English education for Hawaiians, basing his advocacy upon the most practical and even mercenary considerations. He would have Hawaiians learn English that they might take better places in the inevitable commercial and industrial development of the country, and earn more money. In 1854 a law was passed providing for English schools for Hawaiians whenever the parents would pay half the salary of the teacher. From that time on English education for Hawaiians has continued to grow in favor, though not without some opposition.

In 1849 legal provision was made for a special tax to be levied upon all foreign residents, the proceeds to be devoted to the education of the children of such foreigners. Thus was made the first governmental provision for the education of white children in separate schools. But as the fathers of the part Hawaiian children shared in the burden of the support of such schools their children were given the same privileges as those of pure white blood. In this movement the old Oahu Charity School changed its character and its name, becoming a



HONOLULU NORMAL AND TRAINING SCHOOL.
(Formerly Fort Street School.)
Erected 1869.

A new building is proposed on this site.

school for white and half-white children, and taking the name of Honolulu Town School. Anticipating the story a little, we note that a few years later it combined with a private school for white children, taking the name of the latter and becoming Fort Street School. From that time to the present no radical changes have been made in the constitution of this school, but it has grown and developed with the community and its needs until it has become the allied schools headed by the present Honolulu High School.

And it was during his administration that the Royal School, established for the education of the children of Hawaiian chiefs of the highest rank, became first essentially a school for white children, and then a school chiefly for Hawaiian boys, without regard to birth. Its character has undergone no radical change down to the present, though its constituency has changed a good deal in late years. For many years it was the leading school for teaching Hawaiians the English language.

In 1855 the organization of the educational work was somewhat changed, the Minister of Public Instruction giving place to a Board of Education. But as president of this Board Mr. Armstrong continued his work with little or no interruption.

When the law of 1840 was passed the country was already tolerably well supplied with schools, as has been indicated. But these were directly under the control of the missionaries, some Protestant and some Roman Catholic. Since "the religion of the government" was declared to be protestantism, and since the Protestant missionaries were from America, nothing could be more natural than for them to pass over the control and support of their schools to the government. And the Roman Catholic missionaries, seeing the government undertake the support of the Protestant schools, naturally sought the like support for their own. Both parties wished for the continuance of the usual religious instruction in their schools. In view of the poverty of the government and the expense of establishing a new system of schools, it was perhaps the most natural thing for this arrangement to be accepted. It seems to have been entered into as a scheme fraught with immediate peace. But if the Author of Evil had set himself the task of

sowing dissensions and contentions over the Hawaiian educational field he could hardly have devised a scheme better suited to his purposes. The dual system of Protestant and Catholic public schools brought endless bickerings, jealousies, complaints and quarrels, which embittered and hindered the educational work through all this period. In fact the bitterness of feeling caused by all this contention has barely now passed away. In his later years Mr. Armstrong lost no opportunity to advocate the abolition of the sectarian character of all public schools. In this he was in a large degree successful; so that after his death the quarrel was never seriously renewed.

Some persons are too cautious for positions requiring action. They are so much afraid of making mistakes that they make the fatal mistake of doing nothing. Nobody ever accused Mr. Armstrong of being a man of this character. He worked intensely through hardships and difficulties of which present educators in Hawaii can have but a faint conception. In the midst of all this it would be strange indeed if he had always pleased everybody and had been always in the right. But it is only stating an historical fact to say that out of a chaos of educational forces he organized an efficient and admirable system of public schools and that more than to any other man we owe our present educational system to Richard Armstrong and to John Ricord, whose legislation gave him his opportunity.

TEN YEARS OF DRIFTING.

On the 26th day of September, 1860, Mr. Armstrong died, and was succeeded in office by the high chief M. Kekuanaoa. And for the next ten years nothing is more conspicuous in the educational history of the country than the lack of a master hand at the helm. This is not said in disparagement of Mr. Kekuanaoa, who was indeed a wonderful man considering his past. But he could not escape from that past. He belonged to the generation which first saw Christian civilization planted in these Islands. Naturally he lacked both the strength and the confidence of his predecessor. This is illustrated in his first two reports. The first of these breathes enthusiasm for English

education for Hawaiians, and is full of hopes and plans for this line of work; while the second is devoted for the most part to an attack upon such education both in theory and practice. The explanation of this sudden change of front is to be found in a change of clerks. For upon the publication of the second report it became known that it was the work of the new clerk.

As to the arguments adduced against the study of English in Hawaiian schools, they were as strong as could well be found. The difficulty of educating Hawaiians through the medium of the English language is too familiar to need discussion at present. But the great argument of this report was based upon the undesirableness, from the point of view of the Hawaiian, that English should become the dominant language of the country. While this argument was well elaborated and, to a short-sighted view, unanswerable, the shadow would not go back on the dial, the chick would not return into the egg, and the English language would not cease to become more and more the language of commerce, of society, of government, and of education, in Hawaii.

In 1865, upon the recommendation of Mr. Kekuanaoa, a law was enacted creating the office of Inspector-General of Schools. The first to fill this office was Hon. A. Fornander, undoubtedly the most distinguished and most widely known man that ever held this appointment. But, although a great scholar, he was not a notable school man. His heart was in the great work of his life, his "Account of the Polynesian Race," and he left but slight impress of his personality upon our schools. The most note-worthy movement with which his name is connected is that for separating the sexes in all schools under the government. This found favor with the Board for a time, but was evidently not enthusiastically approved by the patrons of the schools. It has been seen that by stress of natural gravitation the Royal School, long before this time, had become practically a school for boys; in 1865 it was made such by vote of the Board. In 1866 Mililani School, for girls exclusively, first appears in the reports. Its name has since been changed to Po-hukaina School. These are the only two of the day-schools for

the education of the sexes separately which have been carried on as such down to the present.

AN ERA OF RECONSTRUCTION.

In 1870 he was succeeded in office by Mr. H. R. Hitchcock, who was born, brought up, and educated in the Islands. Although he was comparatively a young man when appointed to this position, he had already served fifteen years in the schools whose work he was now to direct. He was the founder of Hilo Union School, from which institution he was called to be the official head of the teaching force. His first year in office seems to have been devoted to investigations as to the needs of the schools in general and in particular. At the end of this time he made a report as to what he had learned of the schools in visiting 196 of them at their respective schoolhouses. This report suggests that he was not a man to err on the side of suavity. Following are some quotations:

“An improved style of school architecture is observable in most of the districts. The old style of thatch hut has given place, generally, to a more pretentious form of wooden building. In school furniture, however, these houses are lamentably deficient. There is no furniture of any description in the majority of them, the pupils and teachers all finding a common level on the floor. Others are supplied with the traditional bench without a back; the want of which is supplied by ranging the forms around the sides of the room. They are all of a height adapted to the older children.

“The text-books on Arithmetic are up to the times; but those on Geography are very deficient, and date back to the year 1845 for their publication.

“The only text-book for reading that has been published is a primer for elementary instruction.

“Composition writing is not taught, being but indifferently understood by the teachers themselves.

“The teachers of the common schools have been appointed to their responsible situations, not so much in regard to their qualifications, as from a sort of ‘Hobson’s choice’—‘this or

nothing.' The whole system of appointment to common school teacherships is based upon the necessity of a choice from a very restricted amount of very indifferent material.

"The mode of instruction is very shiftless and monotonous, depending entirely upon the capacity and energy of the teacher. The teachers have been left almost entirely to themselves to develop each his own mode of school organization, and, consequently, have come to look upon any official interference or suggestions in the light of an infringement on their rights. Briefly, I have found the following mode of instruction to obtain extensively throughout the schools:

"A mechanical enunciation of works, supposed to constitute reading;

"A rehearsal, by pupils unclassified, of a certain form of analysis in arithmetical problems, kept up until the teacher tires of the monotonous exercise;

"The pointing out of localities on the map of the world, without any attempt to memorize the information so obtained;

"A great tendency on the part of teachers to slight the younger portion of the school;

"A system of cramming near the time of the annual examinations.

"In striking a balance on behalf of the common schools, as I found them, I would credit them with:

"An average good attendance of pupils;

"Good intellectual capabilities and docility on the part of the pupils;

"A fair degree of general intelligence on the part of teachers;

"A degree of attainment in the knowledge of text-books, imperfect though it be.

"Per contra, I would place to their debit:

"A shiftless mode of instruction;

"Ignorance on the part of teachers of the principles on which education is based;

"A lack of 'esprit de corps' amongst the teachers;

"Frequent changing of scholars from one school to another;

"Lack of text-books;

"Lack of school furniture;

"Inferior school accommodations, in many instances;

"The teachers, as a class, are poor disciplinarians; the schools are generally very noisy."

It would seem evident that these teachers had been taught in better schools than they were teaching. This inference is supported by "E. B." who, in the course of a friendly criticism of Mr. Hitchcock's statement of the case, published in the "Advertiser" of the day, says, "We *know* something of the disadvantages under which the schools have been carried on during the past ten years; and the marvel, in our judgment, is *not* that they are in so low a state, but that they still exist and make any show as schools." In view of all this we are prepared for the urgent appeal with which Mr. Hitchcock ends his report:

"Before concluding, Gentlemen, permit me to call your attention to the imperative necessity now existing for a normal school in our midst. In our common schools is now gathered the future talent and hope of the nation. In proportion to the education which it receives, will be the future progress of this nation in civilization and enlightenment. In proportion to the capability of our common school teachers, so will be the advance, in great measure, of education in the land. The whole statement of the case is this: *The teachers of our common schools must be specifically educated for their work.* The office of school teacher must be elevated. At present it is looked upon as a 'dernier ressort'—a forlorn hope, only to be tried after all other means of support fail. The multitude must be made to see that a good degree of qualification is essential to the obtaining of a teacher's commission; and that application, diligence and good behavior alone will insure permanency of employment. The teachers' conventions now instituted will lend a strong aid to the consummation of this desirable end. But nothing can take the place of an institution where persons are specially trained up to become educators. There is a world-wide difference between the mere teacher and the trained educator. Of the former we have an abundance, of the latter there is a great scarcity. If we would attain to a stand in the van of

civilization and progress *we must educate our common school teachers for their work.*"

Although but little seems to have been done in the way of making the necessary reforms during this first year, the report made to the Legislature in the midst of the next school year gives ample evidence that Mr. Hitchcock's energies were not devoted more to finding defects than to remedying them. From this report we learn that a new reader had been prepared, the well known Buke Ao Heluhelu. This was a book of 340 pages and consisted in reality of a whole set of readers bound in one volume. We learn also that the Board had authorized the publication of a geography, and that such a work was in preparation. This was a translation and adaptation by Mr. Hitchcock of Mary L. Hall's "Our World."

During this period we are also told that he prepared a course of study adapted to the needs of the schools, and prepared and published a teachers' "Manual." This Manual is the most considerable work on pedagogy ever published in the Hawaiian language. In view of the conditions and necessities which called it forth we should expect to find it dealing not with general principles, but with "specific performance"; and in this we should not be disappointed. It is a collection of every-day directions as to what is to be done in a common school.

The so-called "normal schools" of the times of Armstrong were revived under the name of Teachers' Conventions, and were carried on to the great advantage of the schools by Mr. Hitchcock and those whom his enthusiasm enlisted in the cause. For by good fortune he found many to join him in his great work, both as Directors of the Teachers' Conventions and as helpers in the preparation of a text-books.

Shortly after the presentation of this first legislative report Hon. Charles R. Bishop became the President of the Board of Education. But a great change in this office had taken place since the first president, devoting his whole time to the duties of his office, practically directed the affairs of the schools in all their details. It was no longer a paid office, and the incumbent was not expected to devote his time to the work. Mr. Bishop was a strong man who enjoyed the full confidence of the whole

country. He was a conservative, wise president of the Board who served the country in this capacity, with the exception of short intervals, for twenty years. While he was a strong man, with wisdom on educational matters above that of his fellows, and with an abounding interest in the education of the children of Hawaii, he wisely left the details of administration of his Department to the paid officers. Financially, he was a tower of strength to the Department in those times when the resources of the government were small. And it is to him that the schools owed the improvements in houses and furniture, the needs of which were so cogently set forth by Mr. Hitchcock in his first report.

Although, as stated above, Mr. Bishop did not take out of the hands of the paid officers the details properly intrusted to them, he was in no sense a figurehead in his office. He energetically sustained and stimulated the efforts of his subordinates, and was always their warm friend and wise counselor.

Although Mr. Hitchcock seems to have been the author of the revival of industrial education which marks this period, his ideas and Mr. Bishop's on this subject were in unison and they worked in the utmost harmony in this matter. Mr. Bishop recommended and the Legislature enacted a law authorizing the Board to establish agricultural labor as a part of the work in the common schools. The Board passed the necessary regulations and the scheme was launched. In 1876 more than half the common schools on Hawaii were engaged in agricultural labor for gain, and nearly half of the whole number. But the novelty wore off, Mr. Hitchcock retired from office, and interest in the work declined. The failure of the undertaking is attributed to "the inertness of teachers, and in some districts to the opposition of parents."

Mr. Hitchcock was in office only seven years. During this time his zeal and his industry never flagged. He found the common Hawaiians schools in a deplorable condition and he brought them up probably to the highest point of efficiency they ever reached. In some cases he undoubtedly undertook more than he could accomplish, and made many mistakes. This was especially true of his necessarily hurried work in the prepara-

tion of text-books. But, as was said of Mr. Armstrong, he never made the fatal mistake of doing nothing.

AN ERA OF GREATER THINGS.

The Reciprocity Treaty with the United States of America took effect in 1876, and ushered in the present era of progress and prosperity. Sugar plantations sprang up on every hand. In ten years the domestic exports of the country increased five fold. The revenues of the government were greatly increased. Laborers for the new and enlarging plantations were sought in China, in the South Seas, in the Portuguese islands of the Atlantic, and finally in Japan. The Portuguese laborers brought with them large numbers of women and children.

It was early in this period, in 1877, that Mr. Hitchcock resigned and Mr. D. D. Baldwin succeeded him in office. Like his immediate predecessor, Mr. Baldwin was a native of the Islands, and he knew the people and their needs thoroughly. He was a man of liberal education and capable of taking a broad view of his work. As it was given to Mr. Hitchcock to round out nobly our educational era of small things, so it was Mr. Baldwin's good fortune to stand at the beginning of our era of greater things. Every argument which had hitherto existed in favor of English education for Hawaiians was now doubled in value. As the language of the business of the country, the English language gained rapidly in importance. The immigration of relatively large numbers of English-speaking persons and their distribution through all the principal districts made it more and more a language of common communication, thus increasing the necessity and decreasing the difficulty of its acquirement. The old argument of the poverty of the government and the great cost of such education practically disappeared in this era of prosperity. Just before Mr. Baldwin's accession to office it was decided that English should henceforth be the language of Lahainaluna Seminary. The following year a similar change was made in Hilo Boarding School. These actions were fatal to the prospects of improving or even keeping up the quality of the teaching force in the

Hawaiian common schools. For upon these two schools more than upon any others, was it necessary to depend for Hawaiian teachers of the better sort. Thus the inevitable drift of affairs was toward English education. Mr. Baldwin saw this and became and remained the consistent and persistent advocate of the English day-schools.

Of the public English day-schools, or "Select Schools," as they now came to be called, there were in existence, in 1876, five, employing fourteen teachers. The report of 1884, the last published during Mr. Baldwin's incumbency, gives detailed accounts of forty-four such schools with one hundred teachers; and the number was still further increased during the short period before his resignation. To organize these schools and teachers into a satisfactory system and a single force and to direct their work, was the task laid out by Mr. Baldwin for himself. He prepared a course of study, the chief fault of which was that it was so far in advance of the teachers who were to use it that it never came into general use. Owing to the improved condition of the treasury he was enabled to have a better class of teachers in these schools than the country had ever had in such numbers. He encouraged them to unite for purposes of self-improvement. In 1882 a National Teachers' Association was organized; and it continued to do good work during the remainder of his term of office.

The most important event in the annals of the private schools of this period was the arrival of the Brothers of Mary, who came to work in the Roman Catholic Schools for the education of boys. The central school of this system was transferred from Ahuimanu to Honolulu, where it became St. Louis College, whose doors were first opened in 1883. The new impulse given to these schools by the arrival of the Brothers is indicated by the fact that the attendance at the central school increased from 27 in 1882 to 245 in 1884. Similar changes, though less marked, have accompanied their work in all the schools where they have been installed.

It was in the nature of the case that Mr. Baldwin's work should not reach the sticking point, since new elements were constantly being added through the organization of new Eng-

lish schools. And the last report he made showed that English was still the language of less than half the public school-rooms, there being 119 teachers in the "common" as against 100 in the "select" schools. But English was essentially the sole language of the private schools, employing 106 teachers. And, in round numbers, two-thirds of the children in school were at this time taught in the English language.

Unfortunately politics had been introduced into the organization of the Board of Education shortly before this time, Mr. Bishop being compelled to give place to Mr. W. M. Gibson at the head. Although Mr. Gibson undoubtedly desired the prosperity of the schools under his administration as earnestly as he desired the success of any other branch of the government, the exigences of government and of politics did not admit of his giving much time or thought to the work. Accordingly, when, in 1885, Mr. Baldwin withdrew from his position of Inspector-General of Schools and no successor was appointed, the English schools ran down hill with surprising rapidity. This continued for two years, when Mr. Bishop again became the president of the Board and Mr. A. T. Atkinson became Inspector-General of Schools.

The condition of the English schools at this time was somewhat analogous to the condition of the Hawaiian schools in 1870, and the position and work of Mr. Atkinson was in the same degree analogous to the work of Mr. Hitchcock. Up to this time the English schools were considered as giving more than a common school education, and had always been conducted partially at the direct expense of the patrons. But in recent years complications had arisen which aroused public sentiment against this. The Portuguese immigrants came with the express provision in their contracts that they should have free schools for their children. Now no man could seriously contend that education in the Hawaiian language was a suitable provision for these Europeans. At first the Board of Education attempted to make their education in the English schools a charge against the employers, but later yielded the point and gave them free tuition. Others, especially the sons of the soil, wishing to send their children to these same schools,

complained that aliens should be more favored than they. The matter was agitated in the Legislature, and in 1888 a law was enacted abolishing all tuition fees in the English schools generally. This was the death sentence of the vernacular schools. From this date they disappeared with great rapidity, giving place to English schools.

It is so difficult to get the proper perspective of things close at hand, and it is so easy to mistake relative values in affairs in which one is directly concerned, that I shall borrow a "retrospect" of the period of Mr. Atkinson's administration from the report of Mr. W. R. Castle, for a short time President of the Board.

"The retiring Board was commissioned in July, 1887. During its administration a signal advance was made in every branch of the educational work carried on in this country. The number of pupils in Government schools increased from 5,679 in June, 1887, to 8,050 at the present time, while the total number of pupils in both Government and Independent schools increased from 8,770 to 11,307. In the year 1888 all Government schools were made free, with the exception of two schools in Honolulu and one in Hilo. Since then nearly all the so-called common schools (in which the Hawaiian language is the medium of instruction) have been converted into English schools, so that at present 98 per cent of the children of this country are being educated in and through the English language.

"Aided by the liberality of three successive Legislatures (which have always been friendly to education) over \$60,000 have been expended on the school houses, which were urgently demanded in every part of the Islands.*

"Great as was the improvement in these respects, the improvement in the standard of teaching and in the efficiency of the teachers has been even greater. A uniform course of study was drawn up and enforced, and the schools graded in conformity to it. Examinations of teachers were periodically held, and certificates granted to different grades. Teachers' conventions were held, and normal classes instituted to supply the lack of a normal school, and to assist educated teachers from abroad

*At one time Mr. Bishop advanced to the Board the sum of \$20,000 for this purpose though without creating a legal obligation on their part; so that many country schools were conducted in buildings practically his. But a later Legislature reimbursed him.

in understanding the peculiar needs of our schools and the best methods of dealing with the local conditions. The result has been a decided improvement in the spirit and efficiency of the whole body of teachers.

'The signal progress made during the period was, in no small degree, owing to the zeal and untiring energy of the Inspector-General, whose work has not been confined to mere inspection and criticism, but has included practical illustration and instruction in the art of teaching.

"The chief object aimed at hitherto has been to teach the pupils of all the different nationalities attending our schools to think as well as to speak and write in English. Natural and scientific methods have been preferred to mechanical and artificial ones, and have been justified by their success. A foundation has now been laid in the language, which will enable us to raise the standard in other branches of study, and to broaden the course."

This is not only a generally clear, concise and fair statement of the work of this period, but a perspicuous forecast of the chief problems of the immediate future.

Coincident with the term of Mr. Atkinson's incumbency as Inspector-General of Schools was the establishment and first development of the Kamehameha Schools. Founded and amply endowed by the Princess Bernice Pauahi Bishop, fostered and tenderly cared for by her husband, for so long a time at the head of the Board of Education, in the matter of manual training they at once took their place at the head of the whole system of schools. This proud pre-eminence they still maintain. Their equipment is similar to that of best manual training schools of secondary grade in the United States. Although the attendance in these schools is limited to those of aboriginal descent, they are justly viewed with pride by the whole people.

Owing in part to the political unrest which prevailed in Hawaii in the early nineties and in part to failing health, in 1893 Mr. Bishop resigned the presidency of the Board, closed up his private business, and departed to take up his residence in San Francisco, carrying with him the gratitude of all our people for his manifold public services, but especially for those in the

cause of education. Mr. Castle, mentioned above, was his successor. He served but a short time, resigning to become Hawaiian Minister at Washington. He was succeeded in office by Prof. W. D. Alexander, who had served as a member of the Board since 1887, showing great interest in its work. At the end of 1895 Mr. Atkinson resigned his office and was succeeded at the beginning of the next year by the present incumbent, the writer of this sketch. This same year the Legislature enacted a new law, abolishing the Board of Education and creating the Department of Public Instruction, our present law.

THINGS OMITTED.

To bring this sketch into reasonable bounds as to length, it has been necessary barely to touch upon some significant phases of our educational history and to omit all mention of others. It would be pleasant and profitable, for instance, to trace the development, through ups and downs, of industrial education from the sewing class taught by the Missionary women on board the brig "Thaddeus" the first day they were in Hawaiian waters and before they had reached their destination, down to the present, giving due importance to the manual labor schools of the earlier period, to Lahainaluna Seminary, now under the control of the Department of Public Instruction, to Hilo Boarding School, the prototype and acknowledged model of Hampton Institute, so well known in the annals of negro education in the United States, to the work of Armstrong and Hitchcock through the common schools, to the Kamehameha Schools and the girls' boarding schools, and to the recent work in the public day schools. But this must be deferred for the present.

And the unique part taken in our educational progress by periodical literature can only be referred to at present. Yet it was through the "newspapers" that Hawaiians, up to the present generation, got their chief lessons in improved house-building, in sanitation, and in the various adjuncts of their new civilization. It was through the same medium that they gained their remarkable knowledge of personal history, such as the

biographies of Washington, Napoleon, Nelson, Lincoln, Beaconsfield and Gladstone. And it was through the "newspapers" from the time of Armstrong down that the heads of the schools, as well as other teachers, moral, religious and other, have found access not only to the teachers but to the people generally.

But even the remainder of this list of things omitted, though it might contain many more subjects of interest and significance and might be continued indefinitely, must be, itself, omitted.

PRESENT PROBLEMS.

Since my appointment to this office I have devoted myself to the task of making our school work more educative. In order to understand the significance of this undertaking and the difficulties with which it is accompanied it is necessary to bear in mind the distinction between formal studies and thought or content studies. Reading, as such, is a formal study; reading for the purpose of gaining valuable information, as in the study of history, for instance, is a content study. Writing, as such, is a formal study; writing as a means of expressing thought deemed worthy of expression, as in composition, is a content study. Arithmetic, in as far as it ends in the understanding of relations and processes, is a formal study; in as far as it is used in the acquirement of valuable information, as the mean temperature, the average rainfall, the relative density of population at home and abroad, and the thousand and one other things which it may be made to reveal even to school children, it is a content study. Drawing, in as far as it consists in learning to reproduce certain set forms and the copying of drawings, is a formal study; used as a means of expressing that which is in the soul, it is a content study.

Now the point to this distinction in this connection is just this: the educational value of the formal studies is relatively small. The ability to read is not education, or any considerable part of education. And it is only of relative value to its possessor. To large numbers it is of little significance, and to

others it is a positive curse. All depends upon what one reads, and when, and how. As a means of education the ability to read can hardly be over-estimated. Such is the case with any and all formal studies. Language, when taught as such, is a formal study. This is especially true of the elementary study of language, as in our primary schools. As a formal study it is limited in its educational value, just as are the other formal studies. This is not an argument against English in our schools any more than against reading. But it is stating a fact.

When I entered upon my duties I found the schools weak on the side of thought work, though very good in formal work. I am not saying why this was the case or that it was not necessarily so. But again I am simply stating a fact. While our standard of literacy has long been high, and a proper occasion for pride on our part, our standard of real education was and is low. The first year of my work was devoted to general preparations for a forward step on the part of the whole teaching force. The assistance rendered in this matter by Dr. Dressler and others in the Summer School of 1896 is incalculable.

In the middle of the next year a new course of study for the elementary schools was prepared. At that time this course of study represented little more than aspirations along the line of thought work in the schools. But the Summer School of 1897 gave me an opportunity to address the teachers and confer with them on this course of study thirty times. Thus it was possible for me to make my aspirations tolerably well known and understood. Dr. Brown rendered the cause of education in Hawaii a service at this time, especially by fostering local leadership in educational thought and work. The following September this course of study went into the schools. Although progress along this line has been steady, and, perhaps considering all the circumstances, satisfactory, it has not been notably rapid.

It is a significant fact in history that the world's great educational revivals have begun at the top and worked downward. The Revival of Learning began in the universities and gradually and during the lapse of centuries permeated the lower grades of schools. The reason for this is that the whole system

of schools hangs upon the highest. No system of common schools ever prospered while dependent upon itself for a teaching force, and none ever will until the discovery of perpetual motion. Yet it is a lamentable fact that we have had to depend much upon our common schools for our common school teachers, even in the midst of this effort to materially improve the educational standard of those schools. The greatest difficulty in this work is the lack of sufficiently educated teachers. And here let me call your attention to the significance of our higher institutions in relation to our common schools. Should they fail, our common schools would be in a condition somewhat analogous to that of the old Hawaiian common schools after 1878, when the last of the higher schools of that day ceased to be Hawaiian schools. Among the public schools of such significance I name Lahainaluna Seminary, Honolulu High School, the Royal School, and the budding Hilo High School. But most important of all, in this relation, is the Honolulu Normal and Training School. Of these institutions I shall speak further in another place.

The work of Col. Parker in the Summer School of 1898 was along this line almost exclusively. His message was that the formal studies could be pursued more successfully with the thought studies as a basis. This he reiterated, explained and illustrated through thirty lessons. In view of the fact that he is one of the foremost educators in the United States and an acknowledged authority among our teachers it was to be expected that he would attract a large number of persons to his lessons. And such was the case. The attendance at the Summer School has never at any other time been so large. His field of influence was correspondingly large; and how well he cultivated it can be known only by those who know his enthusiasm and power as an advocate of thought work in the schools. His work is to be remembered as an important event in our educational history.

Miss Zonia Baber and Miss Flora J. Cooke, in the Summer School of 1899, brought former theories, especially those of Col. Parker, much closer to practice by taking a narrower field each for cultivation. Miss Baber gave many a better appreciation

of the giant science of geography than they had ever before enjoyed. And Miss Cooke, by dint of concrete illustration, even with a class of children for the first time in school, created in the minds of our primary teachers new ideals in the way of coordinated or concentrated work, which now call for realization. And perhaps the most noticeable effect of their work is the desire, especially among our younger teachers, for greater knowledge and skill incidental and necessary to the realization of their present ideals. This lays out the work of the Summer School of 1900.

It is gratifying to be able to note this growth of the teaching force in ideals and in educational efficiency. Teachers have eagerly seized the opportunities offered them for self-improvement and have created opportunities of their own. Of this I spoke fully in my last report, so it is necessary to add here only that their good work has continued.

Yet the fact that our work is hindered by the lack of suitable education on the part of many of the teachers is indicated by the fact that the examinations set candidates for our required certificates embrace a narrower range of subjects than does our course of study for the grammar grades, and by the further fact that a number of teachers now in the employ of the Department have failed to pass this very simple examination.

THE WORK OF SUPERVISION.

At this point I wish to reiterate the arguments presented two years ago concerning the insufficiency of the inspection and supervision now given our schools.

The number of teachers now in the employ of the Department, the distance between schools, and the demands upon the time of the Inspector-General of Schools made by other duties, render it very difficult, if not impossible, for him to make the rounds of the schools once a year, even though he make his visits so brief as to be of little practical value.

As a rule two, three, or even four rooms must be inspected in one day. It is impossible in so short a time even to pass a just judgment upon the work of a teacher. Of course there are

teachers who can be pronounced good, and others who can be pronounced bad, with reasonable certainty in less time than is now allowed for a visit. But the vast majority of teachers are between these extremes. And in this intermediate majority errors will inevitably occur in judgments passed upon such slight evidence as can be gained in this time. Many teachers will conceal faults during the visit, making fairer appearances than their regular work will justify. Pupils habitually disorderly will not often appear as models of decorum even during one or two hours, but sometimes they will. Other teachers, on the other hand, through embarrassment or nervousness will fail to show work as good as they are doing on ordinary days. And pupils ordinarily passably orderly sometimes show off very badly in the presence of visitors. Besides all men have their off days, owing to physical conditions or mental preoccupation. The Inspector will inevitably happen in on some teachers on such days. Then if he is compelled to pass a hasty judgment, that judgment is almost certain to be unjust.

But the passing of judgments upon the work of teachers is only a small part of the duties of the Inspector. He ought to be able to render assistance in overcoming the faults which he discovers. Now it is a fundamental doctrine of education that the teacher must know his class thoroughly in order that he may be able to do his best work. If the Inspector is to turn teacher, as he really ought, he can do himself little justice teaching a person whom he has seen at work perhaps one or two hours. But if inspection and instruction must both be completed in that time little good can be expected for the teacher or the school.

And there is still another side to the work connected with inspection. After passing criticisms and giving instruction to teachers, the Inspector ought to be able to find out the results within a reasonable time. Yet how can this be if visits are to succeed one another at intervals of a year or more?

During my last tour I found a teacher whose discipline was so deficient as to make it evident that a change ought to be made at an early date, either by the teacher or by the Department. The teacher was so informed. She recognized her de-

iciencies and will undoubtedly do her best to remedy them. In another school I found the teacher very fair in discipline, but so poor in method as not to be permanently tolerable. I gave advice which he received in good spirit, and is evidently anxious to follow. But my time expired and I had to pass on. Before I can know the results of my advice in either of these cases, it is probable that these two teachers will be deep in the work of another year.

The last Legislature left the duties of the office of Traveling Normal Inspector somewhat indefinite, although the general idea seems to have prevailed that he was not to be a Deputy Inspector. In fact, the deliberate change of the title of the office seems to have implied as much. Yet the only work at all consistent with the title is part of the work connected with inspection, as detailed above. And it has seemed best during the past period that he should devote a considerable part of his time, also, to the more general work of inspection. All of his time, therefore, has been given to the work of inspection, in the broader sense of the term. I find no fault with this other than that the restraints placed upon the incumbent of the office have somewhat narrowed the field of his usefulness. I believe he should be allowed to do the general work of an inspector. Two visits a year from one man may be made more beneficial to a school than one each from two men. But even if the Normal Instructor were made an Inspector, the force would still be far from sufficient.

THE COMMITTEE OF TWELVE ON SUPERVISION.

In the year 1895 a committee of twelve was appointed by the National Educational Association to consider the whole subject of rural schools, and to report upon their needs. This committee consisted of some of the leading educators of the United States, including Henry Sabin, for many years State Superintendent of Iowa, D. L. Kiehle, formerly State Superintendent of Minnesota and now professor of education in the Minnesota State University, A. B. Poland, formerly State Superintendent of New Jersey and now one of the superintendents of Greater

New York, Superintendent J. H. Phillips of Birmingham, Alabama, Prof. B. A. Hinsdale of the University of Michigan, Prin. S. T. Black, of the State Normal School of San Diego and formerly State Superintendent of California, Dr. W. T. Harris, U. S. Commissioner of Education, and Supt. C. R. Skinner of the State of New York. These eminent educators dealt with the amount of supervision required in two paragraphs, which I quote:

“How many teachers a supervisor can direct cannot be discussed except in a general way. Schools are more widely separated in some localities than in others, roads are better, and supervisors vary greatly in the rapidity with which they work. As a general rule, however, every rural school ought to be visited at least once in two months. Supervision cannot be called close that does any less than that, and it would be better if the schools could be visited once every month.

“No accurate information can be gained concerning the conditions of the school, nor can the proper influence be exerted over teacher and pupils, unless the supervisor has time at his disposal to make a reasonably thorough examination of the school and its surroundings. Sometimes with an inexperienced teacher, he may find it necessary to spend the entire day in the school, while in other cases he may be able to visit two or more schools in one day. The point is that he must not feel compelled to shorten his visit, or to leave his work half done, in order to meet other engagements. To make his visits effective in the highest degree requires time and patience. The length of his visit must depend upon the necessities of the school, and of these he must be his own judge. An ideal system of supervision would give one supervisor from fifty to seventy-five teachers to supervise. Where the number of teachers is greater some will be neglected, for a supervisor generally has many interruptions in his work, such as rainy days, holidays, and the demand upon his time for office work, board meetings, committee meetings, public addresses, etc., so that it is impossible to put in every day in supervision. Allowance must be made for other important duties.”

These are opinions of men whose opinions command respect

all over the United States, and they certainly indicate that our schools are not receiving sufficient supervision. Our teaching force today consists of 344 teachers, whose work ought to be inspected and supervised. To do this and to perform the numerous other duties now connected with the office of Inspector-General of Schools, is the work of six men, at the very best calculations. The five deputies here suggested can do most of the work of immediate supervision, leaving the Inspector-General free to do the other duties required of him by law, and enabling him to devote his best study, thought, and efforts to the improvement of our system of schools as a whole. Of course legislation at Washington may affect the situation in this respect, but present indications are that it will not.

THE ORGANIZATION OF THE TEACHING FORCE.

Having indicated wherein my own work has been unsatisfying, I proceed to the discussion of the organization of the teaching force as affecting its efficiency.

Any system of education is properly judged, not by the best work that conscientious teachers will do under it, but by that kind of work which the system itself requires. Good teachers do good work under any system, or in spite of any system, yet devised by man. The system, however, is not to be credited with the excellence of such work, but is rather to be judged by the worst work which a teacher devoid of skill or proper conscientiousness can do and still comply with its requirements.

According to the schedules of salaries adopted by the Department, salaries of principals are based upon enrollment, certificates and varying lengths of service; and those of assistants upon the same considerations, except enrollment. The essential element of quality of service is practically ignored. Now it is easier to point out this inconsistency than it is to remedy it. To make any just estimate of the relative value of the services of different teachers throughout the Islands, one must know more of these individuals than any person can know under the present system. This is the difficulty which has balked every attempt to introduce practically the question of

quality of service into the consideration of salaries in the various positions generally. Of course there is opportunity to promote assistant teachers to principalships and principals from smaller to larger schools. But many very excellent assistants are not adapted to the work of principals; and many teachers are so situated that apparent promotions, involving removals, would be to them misfortunes. Such teachers are practically told that if they teach well enough to insure them against dismissal they are doing all that the Department requires or will compensate. If the additional inspectors above suggested are provided for and appointed it will become possible to do something general in this line without much manifest injustice; and it will be possible to rectify any errors of judgment of work at a comparatively early date. Meanwhile the present system even with these serious faults seems the best possible under present limitations. But just what the effect of this system of regulating salaries must inevitably be, the most elementary knowledge of logic and human nature will place beyond all question.

The difficulties connected with the proper evaluation of teaching ability and efficiency under our scant system of supervision seem tending toward the principles that once in the teaching force means always in that force, and once in the line of promotion means always in that line. Nothing more pernicious now threatens our teaching force. Teachers need the same kind of stimulus to their best efforts that other persons require. And to be caught up in a mechanical system and be carried along at a fixed rate without much recognition of individual effort, is by no means consistent with such stimulus. Individual effort must be recognized and rewarded as fully as possible if we are to attain the best possible results. The lawyer or the physician holds his practice and gains new practice on the basis of the kind of work he is doing; and such a principle fully developed would undoubtedly produce the best of results in the case of the teacher. The necessary conditions of the fuller development of this principle have been sufficiently presented.

Another particular in which the present schedules, especial-

ly that for the elementary common schools, are open to criticism is the matter of salaries of teachers in the lower positions. They are too low to secure such teachers as we ought to have in these positions. It is no answer to say that the teachers are paid all they are worth at present. There are cases where teachers paid even our lowest salaries are fairly remunerated for all services rendered. But the unsatisfactory view of the transaction is that taken from the standpoint of the interests of the children, for whom the whole educational system exists. Such teachers ought not to be employed. Besides, it is a fact that many teachers in these positions are not fairly paid for their work. Undoubtedly the best class of beginners in teaching that we get, consists of the graduates of our normal school. This was to be expected, and if the case had been otherwise it would have been difficult to justify the existence of that institution. Yet the number of such graduates is too small to greatly affect the average of the teaching force. This seems to me in part due to the fact that little recognition is given to their superior preparation in the matter of salaries. If this recognition were increased it would certainly tend to increase the number of such graduates, greatly to the advantage of the work. But the prospect of a salary of \$480 a year is not a great inducement for an educated young person to spend two or three years in further preparation for work. And the scarcity of teachers for these lower positions, such as our young normal graduates generally take, is one of the most discouraging features of the present situation.

SUPPLEMENTARY READING AND FREE TEXT BOOKS.

One of the great needs felt by the teachers of the Islands at the time of the adoption of the new course of study, was for supplementary reading, especially along lines on which information was called for by the course of study but was not readily available to the teachers. This need was anticipated by Mr. Osmer Abbott, then principal of Lahainaluna Seminary, in the founding of a little juvenile monthly now called "Hawaii's Young People." This periodical has now run through three

years under the patronage of the Department of Public Instruction, and its value has been fully recognized by the teachers. There ought to be now about four thousand volumes of this valuable material in the hands of the various schools and teachers. These volumes ought to be bound for preservation and future use. A few other books in sets could be added to the equipment of our schools to their great advantage. This is a step toward the adoption of the system of free text-books, which is so popular where it has been tried, and which the Report of the Hawaiian Commission suggests as among the early reforms to be effected in our educational system.

SCHOOL LIBRARIES.

But perhaps the most urgent need in this line for the present is for general school libraries. Their value is too obvious to need even statement here. I propose that a beginning in this line be made during the coming period. Three thousand dollars judiciously expended would put a hundred libraries of incalculable value in as many schools. And ten dollars a year each thereafter would soon make those libraries not only valuable to the schools but a source of inspiration and pride to the whole community. They would initiate an intellectual life in many places where it is practically unknown, and tend to a higher moral tone through replacing sensation with thought, thus furnishing rational enjoyment of leisure. Ten or twelve hundred dollars would furnish suitable dust-proof and insect-proof cases for these books. And as new books are added to each library new shelf room could be added at a trifling cost. It is my dream for the common schools that they shall so develop and grow along the lines of coordinated work and the teaching of formal studies through thought studies that the children who pass through eight grades, while gaining the formal acquirements of reading, writing, adding, subtracting, multiplying, dividing, etc., shall at the same time get a good knowledge of elementary general history, a knowledge of geography such as can never be gained from the study of school text-books but must be acquired, if at all, through general col-

lateral reading, a fair acquaintance with nature about them and afar off, and a knowledge of and taste for good, simple English literature. And it is easy for me to believe that this dream is soon to be realized. In this development in particular these libraries would play such an important part that further delay to purchase them would be very bad economy. Yet these are not the only particulars in which they would render assistance in the educational work.

INDUSTRIAL EDUCATION IN THE COMMON SCHOOLS.

Thus far I have discussed but one central problem, regarding all others as subsidiary to this one. Although in a sense the remaining general problem which I have here to consider may likewise be so regarded I prefer for present purposes to treat it otherwise. I now refer to the problem of bringing the work of the schools into more vital relation to the home life and needs of the people. Only one phase of this problem will now be called to your attention, namely, the industrial phase. In my last biennial report this subject was treated quite fully, and it will not be necessary for me to reiterate what I there said, especially in view of the fact that in expressing my own views I expressed the common opinions of Hawaiian educators, even from the beginning of our system of schools.

Although space limitations have admitted of little more than bare mention of the industrial work of the early manual labor schools and of the common schools, especially under the guidance of Armstrong and Hitchcock, even this is enough to make it evident that the attempt to make the education of the schools contribute to the efficiency of the pupils in the affairs of every day life is not a new one. Heretofore our contract labor system has stood in the way of any close connection between the work of the schools and the chief industry of the country. In fact a sort of antagonism has been felt to exist between education and industry. In a few cases it has been seriously proposed that the school work be curtailed, since education tended to make young men unwilling to enter upon the life and work of contract laborers, thus bringing themselves down close to the

level of the imported coolies. But all of this is now changed. Annexation has happily given contract labor its death blow. Present indications are that the cultivation of cane by independent small planters, under contracts with the mill owners, is now to receive a great impetus. Many such owners have already entered into unusual numbers of such contracts, and still others will soon follow their examples. Here is an opportunity for our school agriculture. Agricultural labor, hitherto degraded in the eyes of the people by the fact that it was coolie labor, is rising toward its true dignity. It is probable that it will be possible for schools to enter into contracts for the cultivation of cane sharing the profits of the enterprise among the workers. In some cases the cane will probably grow on land belonging to this Department, and some preliminary expenses will have to be borne which it would not be just to charge up to the first crop alone. Money expended by the Department in this line of work will be well invested. Of the details of the development of this line of work in our schools it would not be possible in advance to speak with certainty. But the opportunity for us to show the sincerity of our advocacy of agricultural work in connection with our common schools seems close at hand. And our schools should take a prominent part also in the horticultural development of the country, which now seems imminent.

HONOLULU DISTRICT.

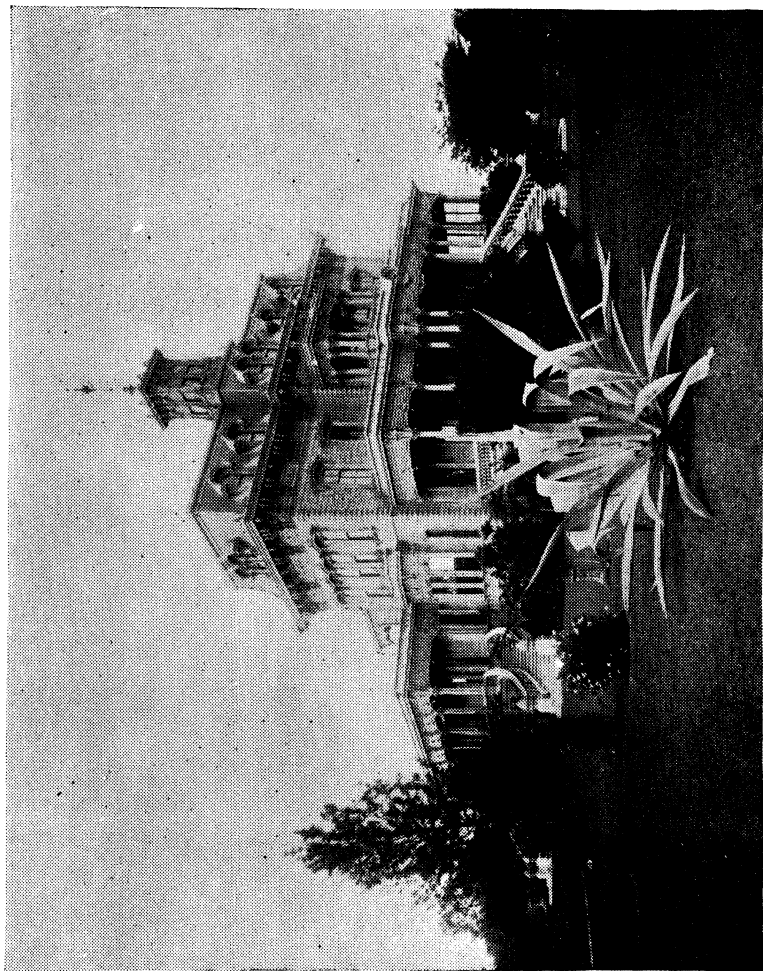
The reorganization of Honolulu District, in accordance with the plans laid down in my last report, has proceeded satisfactorily. The Royal School still awaits a suitable building for its further development. But the increase of population lately has made it evident that this school will not accommodate all the pupils of the central part of the city without considerable increase in the capacity of schools in the same locality. Of this I shall speak further. The education of the Chinese boys and girls is a problem whose solution I cannot at this time see. Kauluwela School may continue to supply the needs of the boys, and again it may not. These boys may be so located that a separate school for their accommodation will be advisable.

On the other hand they may be so located that this plan will not be feasible. The desirableness of a separate school for the Chinese girls was discussed fully in my last report, and I have nothing further to say on that subject. At present these girls have no school accommodations of any kind and no homes, owing to the epidemic of bubonic plague and the consequent burnings. These matters must be left for future determination.

LAHAINALUNA SEMINARY.

In the month of December, 1865, one of the dormitories at Lahainaluna Seminary was "overthrown by the severe gale;" and in the following year a new dormitory was built,—partly of the old material. To the present day this is designated as the "new dormitory." This fact will serve to call attention to the material needs of the institution. The buildings are in about such condition as should be expected in view of their age and the comparatively small sums spent for repairs. They should be put in repair as far as possible and gradually renewed by means of the work of the students. This work has been begun systematically during the past period, and should now be continued.

Just what the future industrial developments of this institution will be, is somewhat problematical at present, owing to the industrial transition through which the country seems about to pass. But at present, as in the past, its relation in this respect, as in other respects, to the general public school work and development is vital. But for the industrial developments of recent years at Lahainaluna Seminary, it is altogether probable that "Hawaii's Young People" would not now have existed. And this is generally recognized as having been and being a most valuable adjunct to our school equipments. If this work were now dropped by the boys of that institution the cost to the Department of maintaining this periodical would be increased by several hundred dollars a year. And some of the recent graduates are taking and are destined to take such part in the development of the industrial features of our common school work as they never could have taken but for the training received as a part of their education at Lahainaluna.



HONOLULU HIGH SCHOOL.

THE HONOLULU HIGH SCHOOL.

This institution has been developing satisfactorily during the period under review. It is not accredited at any of the universities of America, and in my opinion it is not desirable that it be so accredited. The plan of leaving each of our graduates to enter college or fail to do so on his own merits, as recent experience indicates, will produce results creditable to all concerned. Besides, the preparation of candidates for college entrance examinations is but a small part of the work of a high school in Honolulu. The course of study should be such as will fit for life, and the matter of fitting for college should be relegated to its own subordinate place.

That it has not increased more rapidly in numbers is not a matter for surprise on the part of those most intimately connected with its management, and most familiar with its conditions. In order to understand its growth it is necessary to bear in mind that it is not adapted to the requirements of our non-English speaking population. Our whole system of so-called select schools has been founded upon the distinct needs of our English speaking pupils. Those who speak English as a mother tongue would be ill supplied with the facilities which are adapted to the needs of those who enter school to learn the language of the school. It has been argued by some persons not familiar with the actual work of the school-rooms that at the end of the grammar school course all should be able to enter upon the work of the secondary school on an equal footing. And such might conceivably be the case if a knowledge of the English language were the only requirement for entrance upon this work. But this is not the case, and the child who enters the school to learn its language is at a great disadvantage in all the scholastic branches. To say that our Hawaiian, Portuguese, Japanese, Chinese, and "other foreign" pupils can accept the heavy handicap of the language of the school to learn, and in eight years be on an equal footing with our American and English pupils is exceedingly complimentary to their intelligence, but not strictly in accordance with the facts. The Honolulu High School is especially adapted

to the needs of those who speak the English language as a mother tongue and to no others. It accommodates but passably a few of the exceptionally bright pupils of the much larger class who have the language to learn after entering school. Taking into account the number of English speaking persons in Honolulu, it will be observed that the high school is of very creditable size.

THE ROYAL SCHOOL.

For nearly fifty years the Royal School has furnished more than the work of the grammar grade to boys of the non-English speaking population of Honolulu, and to a less degree to those of the other districts. The time now seems to have arrived for a further development of this line of work in this institution. Just what the course of that development should be, is now to be considered.

Occasionally in the history of the world a great idea comes to men, which at first seems to have but a limited application and significance, but which, as years go by, is seen to have a wider and wider meaning and bearing, till at last it results in the reorganization of their whole unconscious philosophy. Just now we are in the midst of the development of the appreciation of the scope of such an idea, which has a direct bearing upon the question under consideration. At the time of the intellectual awakening which we call the Revival of Learning, men of the leading sort were so imbued with the Greek spirit that it was but natural that they took up with the Greek ideal of culture as the end of education. In the midst of the development of this ideal came the great religious movements of the sixteenth and seventeenth centuries emphasizing the Christian doctrine that all are equal before God. So it came about that if one had been asked what kind of education was best for any particular class of men the answer might have been couched in the form of the question, "What kind of education is best for a man?" The political movements of the later years of the eighteenth and the early years of the nineteenth centuries were but another develop-

ment of this idea of human equality, and they served to perpetuate the older educational ideas.

Now comes the doctrine of evolution, which implies that men are not all equal, in that some are further developed than others; and that the needs of one race or class of people may not be the needs of another. According to the newer view, it is the work of education to assist to the highest development each race and each individual as it finds him. Thus the bureau of education of the United States introduced the reindeer into Alaska as an educational measure, since this gave the Alaskans one more resource and command over one more force of nature, thus enabling them to rise to a higher plane of living. Following this same line of thought, Dr. David Starr Jordan, in his reply to the contentions of Mr. C. P. Huntington that the young men of California are suffering from too much education, said, "Education means power; the question is whether the young men are gaining too much power." This is a very different view from that of the university professor who, at the completion of the demonstration of a new discovery in mathematics, is said to have enthusiastically expressed his gratitude to the Almighty that the proposition was true and that nobody could ever make any use of it. Yet it should not for a moment be assumed that the new or evolutionary view is hostile to the older view of education as a liberalizing or culture-producing force. It only gives the latter view its proper place in the educational scheme. Many persons need liberalizing more than they need anything else, and to them the culture view of education applies with peculiar force. Others need something else more, and in their cases this view is less prominent.

It has been noted in this report that there is considerable difference in the requirements of different classes of our pupils owing to difference of language. This makes a necessary division, especially in as far as the secondary schooling of the two classes is concerned. Is there any other difference in their needs? It needs but little knowledge of the local conditions to answer this question in the affirmative. As a class the pupils who attend the Royal School and our mixed schools

generally, need as the next step in their advancement an increase in their earning power. Next to this they need a knowledge of domestic economics which will enable them to get more for the money which they have to spend. When these two points are gained they can advance in their scale of living. This is not, of course, to be understood as a claim that the amount of money a man makes is in any sense or in any degree a measure of his advancement in the way of civilization. But up to a point which the majority of these children have not yet reached an increase in income makes such advancement much easier. Yet it is to be borne in mind that the increase in income is but a possible means of advancement, and that it may or may not be so used.

In view of these considerations I propose as an ideal to be kept in view in the development of the Royal School something which for want of a better name I may be allowed to call a polytechnic high school. But this name should not be understood as indicating that the proposed development would ever make the Royal School exactly like any other school known to exist, notwithstanding the fact that this name has been used before. It should be understood as indicating that the school should develop along the lines of the industrial needs of the pupils, using this term in its widest acceptance. Moreover it should be borne in mind that it is to be, in addition to all else, a High School, adapted in its literary as well as in its industrial lines to the needs of this class of pupils. It should be prepared to teach such trades as joinery and pattern making as thoroughly as in the nature of the case it is profitable for a boy to pursue them in school. It should give such instruction in iron and steel work as the pupils are prepared to do and as are practicable as a preparation for following the trades of smithing and machine work. It should offer such instruction in drafting as will enable the graduate to earn his living by this occupation from the first. It should give more than the ordinary "business college" course in book-keeping, business forms, and such related matter as will make its graduates valuable in the offices of the country. And in the course of the development of the country other demands

for preparation for occupations should be met. And for the girls it should offer instruction of an advanced order in needle work, dressmaking, cooking, etc., having in view in this case especially the preparation of home-makers. These occupations will demand certain literary work, the nature of which need not be here discussed; and these demands should be met. And side by side with these studies so closely related to money-getting should be taught such subjects as will make life the more worth living to the graduates. I name especially the English language and literature, whereby they may be enabled as it were to associate with the great spirits of all ages, but more especially with those of their own times. Subsidiary to these branches will come geography, history, etc. Perhaps it is not necessary to add, since this is the end of the nineteenth century, that the great book of nature should be unsealed to them, that the world may be filled with thought to those educated in this school. But enough has been said of the ideal towards which it is proposed this school shall develop.

It is not proposed that any effort be made to realize the full development of this plan at once. But as a new building will have to be erected for the Royal School soon, the eventual development should be now borne in mind, and buildings planned and appropriations asked accordingly. When the suitable building is available there is no doubt that the development will not be allowed to lag.

THE NORMAL SCHOOL.

It was my good fortune that at the time of my entrance upon the duties of this office the normal school so earnestly desired and advocated by my predecessors was in process of realization. Beginning as a private class taught out of school hours in the old Fort Street School by Mr. M. M. Scott, it received early recognition from the government and so developed that in 1895 Mr. J. L. Dumas was employed to give his entire time to the work. In 1896 provision was made for a small amount of schoolroom training as a part of the course offered, and the name "Honolulu Normal and Training School"

was assumed. In 1897 Mr. Edgar Wood succeeded to the principalship, upon the resignation of Mr. Dumas. In 1899, upon the completion of the new building for the Princess Kaiulani School, the Normal and Training School was removed to the old Fort Street School, there to have room more nearly commensurate with its requirements than ever before. This change of location made possible a much-needed enlargement of the training department, as well as a considerable development of the other departments. Now it is again becoming cramped for want of room.

Your attention has already been called to the particulars in which our educational conditions fall short of the ideal. Now an ideal normal school, adapted to ideal conditions, would be of little use to us. In order to be of the greatest benefit to our system of education our normal school must keep in touch with our common schools. It must take the product of our common schools and make of it a teaching force for the same schools. As the common schools become better the normal school can raise its standards. While it should always maintain its position in the lead of our educational forces, it would be a fatal mistake for it to get so far ahead of our common schools as to break its connection with them. The time may come, in the remote future, when it will be practicable to require a high school education as a condition of admission to the normal school. But that time is far distant. In the mean time, the adaptation of the normal school to its gradually changing conditions is a difficult task, which must be left largely to the principal. In my last report I advocated a summer session of the Normal School, and it now seems to me that a favorable time is at hand for the inauguration of the summer session. This would serve the double purpose of advancing the standard of teaching in many quarters where such advancement is sadly needed and of putting the faculty of the Normal School into closer relations with the common schools, greatly to the advantage of their regular work. Of course this involves such additions to the faculty as will admit of the four terms without calling upon any one teacher for service more than three.

What the present condition of the Normal School is, what its tendencies are, and what progress it has made in the past two years, will be made clear by the report of the Principal, which I now present.

REPORT OF THE HONOLULU NORMAL AND TRAINING SCHOOL.

TO THE INSPECTOR-GENERAL OF SCHOOLS:

Sir:—I have the honor to submit the following report of the Honolulu Normal and Training School.

Since the last report, many changes have been made, all of which have tended to improve the efficiency of the school.

The two departments of the Normal and Training School are now near each other. The present buildings, while still inadequate to our growing needs, offer better accommodations than we formerly had. There is, still, a need for additional rooms. One of the teachers in the Normal School meets her class on the veranda, while the Manual Training class meets outside under a temporary roof. The teacher in agriculture is compelled to shift from room to room to find suitable accommodation for the different classes.

The above condition seriously interferes with the work of the school. If possible, additional rooms should be provided for the classes in agriculture and manual training.

The work of the school divides itself into two parts, that of the Normal Training class and that of the Training School.

The Training class consists of thirty-two girls and ten boys. Of this number ten are Hawaiian or part Hawaiian, six girls and four boys. The remaining number of foreign parentage.

The work of the training class consists of professional and non-professional, or scholarship subjects. While our primary purpose is to give instruction in the science and art of teaching, yet we are compelled to give considerable attention to academic subjects. Each teacher while giving instruction in subjects of the public school course uses the methods most approved in those subjects and such as will be useful to the pupils in the work of the training school.

One of the chief difficulties met with in the work is the different degrees of attainment in the subject of oral and

written English. Those pupils of Hawaiian and Portuguese extraction who come from homes where no English or only broken English is spoken, while, in nearly every case, up to or above the average in mathematics and formal grammar are sadly deficient in spoken and written English. This condition greatly increases the work of the school as it is necessary to make two classes in English subjects where, under other conditions, there would be only one.

In the first year of the course especial attention is given to the work in scholarship while in the second and third years of the course the Science and Art of teaching becomes the principal point at issue.

PLAN OF WORK IN HISTORY AND ESSAY.

Third Year—Highest Class.

The Third year class has studied Hawaiian and United States history. The Third year work is General History.

The aim in this year's course, as academic work, is to exhibit human history as one story of development.

The Ancient history is studied under this view, and the American and Hawaiian ones reviewed. To accomplish this, the matter is taken up according to the following plan:

I. Mythology and Hero-stories; Hawaiian, Greek and Indian.

1. Those embodying a common idea; for example, upon man's getting fire, the story of Maui and the Alae birds, of Prometheus, and the Indian legend of the frog's saving the spark.
2. Characteristic legends; for example, the story of Kapi and the owls, of Maui and the Sun, of Antaeus, of the Pygmies.

After conversation in class upon the different points in the stories, essays are written upon the customs and characteristics of the different peoples discussed.

(The above comprises work gone over during the first term.)

II. Ancient and Mediaeval History.

1. Salient points in Egyptian and Phoenician History, especially the events and accomplishments whose effects can be seen in the present.
2. Grecian and Roman History in the same way, somewhat more fully if possible.
3. A series of pictures from the Middle Ages to bring the student to Modern History.

The chaotic state of Southern Europe and the small civilization of Northern Europe after the fall of Rome.

Centres of civilization.

The Mahometan approach and battle of Tours.

Charlemagne.

Monasteries.

The Year of Doom.

Marauding Northmen.

Hastings.

A Crusade.

Runnymede.

The Struggling people, French, English.

Result, two Nations.

Increasing Democracy of England.

Monarchical France.

(The above, second term.)

Overflow of England into the new land.

III

1. Topical review of American History.
2. do Hawaiian History.

(The above Third term.)

As professional work, the course is intended to show the students how to make use, in the lower grades, of the knowledge gained and to give them some body of material, prepared for use and to serve as a pattern for further preparation.

To this end the greater part of the subjects for the formal essay work is taken from the historical study.

These subjects fall into the following groups, the subjects themselves occurring according to the progress of the history.

- I. All the mythological and hero-stories to be presented,

in writing, as children's stories and a copy preserved by the pupils.

II. Incidents of valor, devotion, quick thought, great achievement, or other interest to be spoken of as the history reaches them, written out and preserved as above.

For example, the story of the two little girls who drummed away the approaching foe.

III. Incidents like the above, found as mere statements, to be elaborated into stories for telling, care being taken to make no statements which would be historically untrue or would naturally give such an impression.

For example, the saving of the baby Cyrus when the King had ordered Harpagus to make way with him.

THE SECOND YEAR.

The Second year class have studied Hawaiian history. Their work, after the Mythological part, which is the same as that of the Third year, is American History with an introductory view of English and a further study of Hawaiian.

The incidents and events of which they can make most use in teaching, are a prominent part of their work.

The plan as to the essays is the same as in the Third year.

THE FIRST YEAR.

The work in the First year class is, primarily, English Composition, with, secondarily therefore, history, chiefly Hawaiian, for its material.

In the selection of the subject matter for each day, their future use for it is strictly held in view, but the present task to them is to gain information and to learn how to express it.

The matter chosen follows the general division below:

I. Myths and hero-stories from various peoples, especially the Hawaiian, Greek, Norse and Indian.

II. Stories of great deeds in war and peace.

- (a) Of famous persons.
- (b) Of family remembrance.
- (c) Of great battles.
- (d) Of great events of peace.

As many Hawaiian incidents as possible.

III. The occupations, interests, manufactures and achievements of the early Hawaiians.

Changes in these respects brought about by Kamehameha.
Changes occurring during his time.

MATHEMATICS.

A thorough drill is given in the essentials of Arithmetic, Algebra and Geometry—complicated and difficult problems are avoided. As far as possible the work of the other departments is drawn upon for problems.

The aim is to inspire thought, and to cultivate skill, rapidity, and accuracy.

INDUSTRIAL WORK.

AGRICULTURE.

The work was commenced at the beginning of the school year, 1898-99.

At that time the school was located on the Second and Third floors of the High School building, and was without land or other facilities for carrying on agricultural work.

Under these difficulties we labored, until the beginning of the spring term of 1899, when the school was moved to the present location, and a small portion of the yard, next the fence, was used to cultivate plants.

During the summer of the present year, through the repeated efforts of the Department of Public Instruction, a new lot of land was secured upon which a garden is now established.

The work done, in this department of the school, may be divided into class-room work, and that done out of doors.

CLASS-ROOM WORK.

In the class-room, nature study is pursued as an assistance to a clear understanding of the problem of Agriculture, and also for the purpose of inspiring, in the pupils, a love for

those things with which agriculture brings them most in contact.

For example, plants have been observed and studied, the general formation of different parts ascertained, such as roots and leaves, and thus the reason for the process of "cutting back," when transplanting, or of removing some of the leaves from "cuttings" is made clear.

Again an insect found in the school grounds or else where is sometimes studied as to its life history, or, it may be, as to its method of taking food. If it is found to suck its nourishment through a tube, the pupils sees the impossibility of destroying it; if it be an enemy to vegetation, by applying poisons to the surface of the plant, upon which it feeds. The possible effectiveness of the remedies is tested in a similar way, and a few simple mixtures for the destruction of many insects are made in the class-room. Thus the aim is to teach the pupil the reason for the effectiveness of certain prescriptions or rather to let him learn it so far as possible for himself.

A study has also been made of some of the industrial processes which are being pursued by different nationalities in these Islands. For example, the different steps in the cultivation of Taro and in its preparation for food have been one series of lessons.

WORK OUTSIDE THE CLASS-ROOM.

While yet without land this part of the work was, of necessity, limited, chiefly, to different methods of propagating plants. On certain days, the pupils were taken out in the High School grounds and taught to make, for themselves, cuttings of different plants and place them in a suitable medium for the formation of roots. Later they learned the process of potting. Meantime, lessons were given in the watering of cuttings and potted plants. Later methods of "layering" were also practiced by the pupils, and propagation by seeds was carried on in boxes.

In addition to the regular classes, a special class in agriculture was organized which met after 2 p. m. for the practice

of different operations. Among other things various methods of grafting were learned and used by the class.

After moving to the present location, the first thing undertaken was the application of our agriculture to the improvement of the general appearance of the school grounds. A lawn was greatly needed at the front of the building, but owing to limited space for playgrounds, this could not be undertaken until the summer vacation. It was then successfully completed.

The new lot of land for use as a garden also came into our possession at the beginning of this vacation and, having formerly been used for the growth of taro, the physical condition of the soil was much injured. This also was attended to during the summer of 1899, and was ready for the making of a garden at the opening of the new school year.

A piece of the school grounds, similar in character has since been treated, while the pupils were in attendance at the schools. In the garden, the pupils planted the seeds of the more common vegetables, and have, since, given attention to their growth, observed the insect pests, and learned how to destroy some of them. These plants and insects, as has already been stated, are studied not only in the garden, but are taken to the class-room, when necessary for more careful examination.

A small greenhouse has been constructed for the propagation of some plants which do not take root readily in the open air and for the other common purposes of this sort of structure in the tropics. This was done by two of the pupils of the school.

This may give, in brief, a general plan of the work we have endeavored to do.

MANUAL WORK.

The manual work consists in making of useful articles for school purposes and of selected articles used in the subjects studied; e. g., in the study of the industrial occupations of the Hawaiians or others the simple implements for the cul-

tivation of the soil are made by the pupils while studying the subject.

The members of the Professional Training Class take the course given in the Practice School.

Below is the outline of the manual work by grades:

1st Year.

Sloyd—Making simple articles used in the work in literature, e. g., spade, rake, &c.

Sewing—Bags for pencils, for marbles, &c.

Weaving—Braids, mats, simple fans—useful articles from mats, e. g., match box, &c.

2nd Year.

Sloyd—Same work as in 1st year only advanced—seed envelopes, soil sieve.

Sewing—Useful articles, as in 1st year, mending, simple articles of clothing.

Weaving—Square and diagonal mats; fans, baskets.

3rd Year.

Sloyd—Simple agricultural implements of different peoples, seed envelope, soil sieve.

Sewing—Useful articles, e. g., aprons—mending.

Weaving—Braids, mats, fans, baskets, picture frames.

4th Year.

Sloyd—Shadow stick, seed envelopes, soil sieve, &c.

Sewing—Making clothes, special stitches.

Weaving—Mats, fans, baskets.

5th Year.

Sloyd—Weathervane, seed envelopes, &c.

Sewing—Making of articles of clothing, special stitches.

Weaving—Mats, fans, pillows, etc.

ART WORK.

The pupils in the training class, as well as those in the training school, give their attention chiefly to the representation of the objects connected with the work in literature, history and science.

The materials used in the work are clay, water colors, charcoal, chalk, pencil, and pen and ink.

The aim varies with the progress of the work. At first it is simply to awaken the power of observation and muscular coordination. As the work advances more attention is given to developing the power to see and to technical skill.

PROFESSIONAL COURSE.

Since the beginning of the work in the Normal School considerable modification has been made in this course.

The tendency is from the general to the applied in all the work of the training class. General principles have been found to be almost useless when given to the immature pupil teachers. This is especially true when applied to the Hawaiian pupil teachers.

At the beginning of the second year's work the following general plan for the teaching of lessons in the training school is given and fully explained.

- | | | |
|--------------------------------------------------------|---|------------------------------------------|
| 1. Thought getting | { | Object,
Sketch,
Story,
Reading. |
| 2. Expression of thought |  | { | Modelling. Making, Painting, |
| 3. Giving orally the thought of the illustration. | | |
| 4. Select sentences from oral expression to be used as | | |
| (a) Reading, (b) Copying, (c) Dictation. | | |
| 5. Writing of story. | | |

The pupils then apply this general plan to a particular lesson which is presented in writing. Before this lesson is taught the pupil observes, while the training teacher presents this lesson or a similar one. The pupil teacher then presents

the lesson under the supervision of the teacher. Each lesson plan must be submitted and approved before the lesson is taught.

The following is a brief outline of the course:

1.—Methods: (a) scope and character of education; function of the school; relation of the school to the child's physical, mental, and moral nature. (b) Special study of the modes of attention; character of child's attention; modes of expression, &c.

2. Practical suggestions on teaching language, reading, history, geography, arithmetic; making school programs.

3. School organization and management.

4. Applied psychology; primary condition of the mind; elementary ideas, sensation, perception, &c.

PRACTICE WORK.

The great question in practice work is how best to meet and combat the difficulties arising from the peculiar conditions which exist here. How best to give to the mixed population in the school the forms necessary as a means of communication one with another.

We generally speak of the modes of expression as falling into two general classes—the universal, including all those modes by which thought may be communicated, except speech and writing, and the arbitrary, including spoken and written language.

In the universal modes of expression, we find means by which one person can communicate his thoughts to another, no matter how widely these persons may differ in race and nationality. With the arbitrary the contrary is the case. One expressing himself through one of the arbitrary modes can be understood only by those who are familiar with the forms he uses.

In all teaching, the primary aim of the teacher is to place the child in such relation to the subject taught that he may best and most easily get the thought the teacher wishes him to make his own. To do this there must be some common ground upon which teacher and child may meet. In English

speaking countries this common ground is found in the spoken language which the child has acquired before he enters school; but in Hawaii with its mixed population, the arbitrary modes of expression furnish no common meeting place. In consequence of this the teacher must fall back upon the universal modes for a ground of common understanding. She must use these as a means of preparation for, and as a way of leading up to, arbitrary forms of expression.

When the teacher has placed the child in a position to gain the thought, she next takes steps to find out if he has succeeded in gaining a proper conception of the thought which has been presented. At this point the child is asked to give expression, by use of the universal modes, to the ideas he has gained. When he has thus expressed the thought the teacher takes steps to have the same thought expressed through one of the arbitrary forms.

Here the chief difficulty lies. The child has probably at his command a limited amount of broken English. With his handiwork before him—the result of the expression of thought through one of the universal modes—the teacher encourages the child to express, orally, as best he can, the thought embodied in that which he has created.

At first the sentences will be broken and disjointed—only the principal words will be used. The teacher comes to the child's assistance, talks in simple language, gradually giving him the correct form much as the mother does in the home.

Unconsciously through imitation the child acquires the correct modes of expression.

From the words used by the child, in telling his little story, the teacher writes short simple sentences, using them as little reading lessons. The child is then asked to copy the sentences and in this way the correct written form is fixed in the mind.

Possessing one correct form the child, easily and readily, passes on to the correct expression, in writing, of similar thoughts.

In the early lessons, that which lies near to the child, that in which he is interested, is taken up.

It may be an object in the school room or something which

the child has brought in,—a flower, a bee, a caterpillar or a twig perhaps. Suppose it should be a caterpillar. It needs little persuasion, on the part of the teacher to have the children eagerly examine the object.

It is looked at. The name is given. In this step the child's interest is awakened. He sees that which perhaps he had never before noticed,—the color, the many little feet, its mode of taking food, the leaves it likes best, etc., etc.

He next must express the ideas he has gained. He may draw the caterpillar, as it looks to him. He may model it in clay. He may imitate, with his thumb, the caterpillar's manner of walking. He may cut from paper a caterpillar. He may give expression in one or many ways to his idea of the object he has been studying.

The teacher talks with the child as she sees necessary during these exercises. Soon the child is ready to frame short sentences, to tell little stories about the object under discussion. From these stories sentences are selected as reading lessons.

These the child copies after they have served for reading.

Subsequently these little stories are dictated while the children write.

In the second year the plan of work is essentially the same. As the children are more advanced, however, each step is gone into more fully.

In addition to the thought getting, the expression of thought through one of the universal modes, the oral story, the sentences selected for reading, copying, and dictation, the child is required to give expression, in writing, to the thoughts he has gained through the preceding steps.

This is done without any assistance on the part of the teacher. The first attempts at the written expression of thought may be almost a counterpart of that which he has previously copied. Gradually, however, the child gains ability to express his own thought in his own way, each year shows more originality in forms of expression.

In a few words, the following is a brief outline of the plan of work followed in the Practice School:

- 1st. Thought getting, through object, sketch, story, etc.
- 2nd. Expression of thought, through making, modelling, drawing, painting, or dramatizing.
- 3rd. Oral expression of thought.
- 4th. Making use of the oral expression of thought for Reading, Copying, and Dictation.
- 5th. Written expression of thought.

I have the honor to be, Sir,

Your Obedient Servant,

EDGAR WOOD.

My views as to the importance of actual practice in the schoolroom as a part of the course of instruction in the normal school have become somewhat more pronounced as a result of my experience with teachers from such schools since the writing of my last biennial report. Practice now seems to me to bear about the same relation to theory in the matter of teaching as in the matter of language. Some time ago there was a theory that grammar was all-important in learning a new language, implying that it would be easy for any one to use the language correctly and fluently if he only knew how. In late years, however, it has come to be understood that no amount of theory will take the place of practice. In my last report I suggested that experienced teachers could profit by the work without practice. While there is an element of truth in this suggestion, it should not be accepted without due consideration of the effects of habits formed. Common experience teaches that it is very difficult to eradicate bad habits of speech, and that no amount of mere study of grammar will accomplish this result. It is a matter of practice rather than of theory. So it is with bad habits in teaching. Teaching is essentially an art, based upon science or theory, but with practice as the prominent element. The physician finds his greatest difficulty in knowing what remedy to apply and not in the application of the remedy decided upon. With the teacher the matter is reversed. The school

of practice is to the normal school more than the hospital is to the medical school. What the shop is to the trade school; what the studio is to the art school, that, approximately, the practice school is to the normal school.

It has been seen that our normal school is far too small for our needs. That it should be greatly enlarged is conceded by all those most familiar with the needs of our schools. While the training school has passably met the requirements of the past few months, it has done no more than this. If the school is to be enlarged so as to make it more nearly meet the requirements of the schools of the country, then provision should be made for the corresponding enlargement of the training department. Your attention has already been called to the need of preparing for the instruction of larger numbers of children in the heart of the city. By the enlargement of the training department of the normal school this necessity would be met as well as the necessities connected with the preparation of teachers for all our schools. The attention of the committee on lands and buildings has been called to this matter.

It has been customary to give "normal certificates" to those completing an elementary course of instruction and practice, the regular diploma being reserved for those completing the fuller course. Following is a list of those holding these certificates and diplomas:

Certificates.

Achuck, Miss Mary
 Ai, Miss Emma
 Akamu, Miss Annie
 Angus, Miss Jean
 Christian, Miss Anna
 Christian, Miss Henrietta
 Eaton, Miss Franc
 Ferreira, Miss Romana
 Fleming, Miss Kate
 Fountain, Miss Charlotte
 Gertz, Miss Ada

Diplomas.

Bindt, Miss Frances Bertha
 Bush, John R.
 Carter, Miss Florence
 Horner, Miss Blanche
 Jones, Miss Piilani
 Jordan, Miss Maude
 Jordan, Miss Victoria
 Kahuila, Miss Nellie
 Kaukau, Miss Lucy
 Kennedy, Miss Bertha
 Makakoa, William K.

Greene, Mrs. Sarah E.	Makekai, Abel
Jarrett, Miss Hannah	Nielsen, Miss Karen
Kanoho, Miss Minnie	Oss, Miss Sigrid
King, Miss Juliet	Prigge, Diedrick
King, Miss Kathleen	Soares, Manuel J.
Lishman, Miss Daisy	Vierra, A. H. R.
Lycett, Miss Ada	
Mahoe, Miss Julia	
McCorrington, Miss Lizzie	
McKinley, Miss Mary	
McLain, Miss Jennie	
McLain, Miss Nellie	
Morris, Miss Mille	
Parker, Miss Mary	
Parmenter, Miss Linda	
Previer, Miss Tillie	
Quinn, Miss Ella	
Robertson, Miss Helen	
Silva, Miss Mary	
Smith, Miss Mary Mapuana	
Vicente, Enos	

THE TRAVELING NORMAL INSTRUCTOR.

It seeming desirable that a fuller account be given of the work of the Traveling Normal Instructor, I take pleasure in submitting the following report from his own pen:

Honolulu, Dec. 28, 1899.

TO THE INSPECTOR-GENERAL OF SCHOOLS:

Sir:—I have the honor to submit the following general report of my work as Traveling Normal Instructor.

Since my appointment in July, 1898, I have visited all but a few of the schools on Hawaii, Maui, Molokai, and Oahu. Some of those on Hawaii I have visited twice. During the last week of June I made a hurried trip to Kauai and visited four of the schools on that island. Some part of term time as well as the vacations has been occupied with office work

on the Committee on Teachers, the Committee on Examinations, and in work connected with the Summer School.

Although not called upon to visit all the schools I have considered it necessary to keep in touch with what is being done in the best schools, the better to give instruction to those teachers more particularly needing assistance. Besides my work in individual schools I have, where possible, met with the teachers in each district at their circle and association meetings.

In those schools where the teachers were indicated as needing assistance I have spent from one to seven days.

In any district where the services of the Normal Instructor are required at several schools it would be economy of time and more beneficial to the teachers if they could all be brought together at one central school, say for a week's instruction and teaching under supervision, and then visited at their several schools to see that they were carrying out the instruction received.

My general plan has been, first to observe the work of the teacher, then to take charge of the class or school, and afterwards to have the teacher give lessons prepared under my supervision.

Directions for carrying out the Course of Study, the preparation of lessons, arranging programmes, &c., have been given. My aim has been to introduce more thought into the school work, to have the children study things rather than words, to become acquainted with the world around them, where I found the teacher possessed of sufficient intelligence to enable him to enter into the spirit of true teaching.

Besides trying to improve the methods of teaching I have called attention to the care and improvement of the school grounds, the lighting and ventilation of the rooms, the seating of the children, making the room attractive, the care of the pupils, in regard to cleanliness of person and clothing, care of school property, economy of school supplies, as carefulness is essential to neatness. All these things are so intimately connected with the ordinary work of the school-room and so influence the discipline and general progress

of the school that they properly come within the province of the Normal Instructor.

The school-room and grounds should be such object lessons of neatness, taste, and cleanliness so as to exert a permanent influence upon the habits and character of all who come in contact with them from day to day. The sanitary conditions of the schools should be models for the homes of the community.

Habits of cleanliness, neatness, politeness, kindness, truthfulness, industry, and patriotism should be so inculcated in children that they become part of their nature. These things are really of more importance than reading and writing, and may be taught by every earnest teacher. It is therefore the duty of the teacher to train his pupils in all those elements which contribute to the formation of a good character.

SCHOOL SUPPLIES.

Without proper equipment teachers are very much handicapped in their work. A more liberal supply of stationery, colored crayons, lead-pencils, &c., is needed, especially in many of the smaller country schools. The salary of a teacher in such a school is too low to permit him to supply such things from his own purse, though it has been done in some instances. While a log in the woods with a Mark Hopkins as teacher on one end of it might be an ideal school, a rough, overcrowded building, with barren surroundings, poorly supplied with blackboards and appliances, without shade or water, even with a fairly competent teacher at the desk, is far from being an ideal school. The amount of money available for repairs and incidentals has been so inadequate to the needs of the schools, and the School Agents have had the need of economy in school supplies so long and so strongly impressed upon them that economy has become a fixed habit in some instances.

SCHOOL LIBRARIES.

There should be a library fund for each school. A small amount of money wisely invested in suitable books would increase the efficiency of the schools. A properly selected library would assist both teachers and pupils in carrying out the line of work laid down in the Course of Study. In addition to a library each school should be supplied with several sets of supplementary readers. A list of suitable supplementary readers, childrens' magazines, and library books, from which to select, might be made out and approved by the Inspector General.

"Hawaii's Young People" has done a great deal towards creating a taste for reading among the children because they find in it matter which they can connect with their own experience. But one small monthly does not afford enough reading matter. The great majority of the children come from homes where there are no books. In a few schools the teachers by their own efforts have obtained small libraries, and the increased interest and excellence of work have been quite marked.

TEACHERS.

With very few exceptions I found teachers everywhere anxious for assistance. Increased interest in their work and higher ideals among teachers are noticeable in every district. A very large percentage of teachers subscribe for and read at least one educational paper. In Reading Circles and Associations a good deal of professional reading is done. In addition to the prescribed Course of Reading, which this year comprises Parker's Talks on Teaching, McMurry's General Method, American Poems (Scudder), and Hiawatha, many of the more advanced teachers keep up with the best educational thought at home and abroad. But while we have reason to be proud of our teaching force, there is still much room for improvement. We need more teachers of good scholarship with earnestness of purpose and a proper appreciation

of their great responsibilities. For what is in the school to-day will be in the state to-morrow, and as the schools in Hawaii have to undertake more of what is generally considered the work of the home in other places, we need more men and women who recognize the school as the most important factor in making good citizens of our mixed population. The teacher's influence should reach the pupils from his home as well as be exerted in the school-room. An intelligent, upright teacher, of good standing in the community, possibly influences the character of his pupils as much through his home life or in the performance of his duty as a citizen as he does during the five hours of school. At least, though his work in the class room be unexceptionable, if the teacher be a man without respect or standing in the community, he can have very little influence for good on the character of his pupils.

Respectfully submitted,

T. H. GIBSON,

Traveling Normal Instructor.

Mr. Gibson's work has been invaluable. The only change I can recommend in relation to him is that the scope of his work be enlarged, so that he may do the general work of an inspector without any limitations. This will include the giving of just such instructions as he has imparted, together with more general supervision of the schools of the districts he visits.

THE INDUSTRIAL AND REFORMATORY SCHOOL.

This institution has long been running on lines too narrow to meet the present conditions and needs of the country. Some of the children committed under our laws are genuine criminals, but the vast majority are far from being so. This majority ought not to be compelled to associate with the criminals, as this will tend, and no doubt does tend to defeat the purpose of the very existence of the institution.

Provision ought to be made for a certain amount of classification and segregation. Provision ought also to be made for girls in some such school. In the matter of providing for the proper employment and instruction of the boys, I take pleasure in endorsing in general the recommendations of the superintendent, whose report follows:

Industrial and Reformatory School, Dec. 30, 1899.

TO THE INSPECTOR-GENERAL OF SCHOOLS:

Sir:—I have the honor to present the report of the Industrial and Reformatory School for the biennial period ending Dec. 31, 1899.

There were thirty-eight (38) inmates on Jan. 1, 1898, since which date there have been sixty-nine (69) commitments as against sixty-five (65) discharged, two (2) escaped, and one (1) sent as incorrigible, by the District Magistrate of Honolulu to Oahu Jail for the balance of his term of commitment. All of which is more fully set forth in the tabular report herewith enclosed.

There have been no very serious cases of sickness among the inmates, except nine of measles and six of malarial fever; all of whom, happily, recovered owing, no doubt, to the unremitting care of the physician and nurses provided by the Department. I recommend that some one of the city physicians be employed by the Department to make regular calls at the school at least twice a week; and that the superintendent be authorized to call him at any time of emergency.

The inmates, under the instruction of Mr. C. E. Copeland, have made fair progress in their studies in nearly all cases where the term of commitment has been for one year or more. Many of the boys have never been at school before, except an occasional week or two in a term, and the short terms of commitment make it necessary to have more classes than in schools where the attendance is regular and continuous. I recommend that a truant school be established, in order to

separate the truants from the others; and that indeterminate sentences be given in criminal cases.

I find, after an experience of twelve years as superintendent of this institution, that there can be but little done towards the reformation of those that come under its influence, unless they may be constantly occupied in some kind of work by which they can obtain a livelihood after their term of sentence expires. And, as that would require, in most cases, a longer term than the average sentence now given, I recommend that a suitable place of at least one hundred (100) acres, which can be watered, be provided; and agriculture be made the chief industry. Most of the food required should be raised on the farm, and a practical farmer employed for that department.

The workshops should have in charge competent teachers who should also act as guards. The shops should be supplied with suitable tools required in each department, and with efficient teachers who would live on the premises and assist in all the work of the Reformatory. The superintendent should be one who has had some experience in a similar institution. The workshops here have done but a fraction of the work that ought to have been done during the past two years, having been without teachers most of the time. In the carpenter shops some quite creditable work has been done; but the working hours have been so arranged that much time is lost. A better arrangement would be to have the study hours from 9 a. m. to 12 m.; and the working hours from 1 to 4 p. m., the evenings given to lectures, reading the daily news, and singing. As all the work, including washing, ironing, mending, cooking, and the care of dormitories, school-room and dining-room is done by the inmates, the time from 6 a. m. to 9 a. m. would be no more than necessary for those duties, and keeping the place in a sanitary condition.

The new year begins with thirty-nine (39) inmates, more than half of which number are under fourteen (14) years of age—too young to do much work in the shops; but they could do a good deal toward their support by working among vegetables and fruit.

As the class of boys sent here for criminal offences almost invariably become servants and common laborers, it is of the first importance that they should be taught habits of industry; and I know of no better place than a farm for that purpose.

Since the only cultivable land which was a part of these school grounds has been taken for the Kaiulani School, very little has been attempted in work of that kind; and the loss of the fruit has been sorely felt, in many ways, as fruit is almost a necessity in this climate.

As an incitement to good behavior, and in many cases as an act of justice, I recommend that after a certain time of confinement has expired, the deserving be paroled by the superintendent, with the consent of the Board of Education; and on certain conditions being fulfilled, be discharged.

It would be a great assistance to the superintendent if the committing magistrates would give the age and nationality of the boys committed, and also the names and residence of the parents, or guardians.

Respectfully submitted,

W. G. NEEDHAM,

Superintendent.

REPORT OF THE SUPERINTENDENT OF THE INDUSTRIAL AND REFORMATORY
SCHOOL FOR THE PERIOD ENDING DECEMBER 31st, 1899.

INMATES.		LEFT SCHOOL.		NATIONALITY.		OFFENSES.	
No. in school Jan. 1, 1898	38	Discharged	65	Hawaiians	40	Truancy	26
No. committed during biennial period	69	Escaped	2	Part Hawaiians	8	Larceny	31
No. in school Dec. 30, 1899	39	Sent to prison	1	Portuguese	14	Disobedience to parents	4
				Chinese	2	Assault and Battery	2
				Japanese	1	Malicious Injury	2
				American	2	Accessory after fact	1
				Italian	1	Vagrancy	1
				German	1	Common nuisance	1
						Burglary	1
	107		107		69		69

REPORT OF THE SUPERINTENDENT OF THE INDUSTRIAL AND REFORMATORY
SCHOOL FOR THE PERIOD ENDING DECEMBER 31st, 1899—Continued.

No. WORKED	MANUAL TRAINING.				CASH DR.	CASH CR.
	ARTICLES MADE	VALUE.	COST MATERIAL, &c.			
In Carpenter Shop	6 In Carpenter Shop	98 \$232 05	Cost material.....	\$433 75		
In Harness Shop .	4 In Harness Shop .	220 317 50	Bal. Cash.....	126 30		
In Tin Shop	4 In Tin Shop	252 10 50	Bal. 1897 .....	.....	\$ 1 80	\$ 233 95
In Sewing Shop ..	4 Sewing for school no acc't kept.		Jan. 1898 to Dec. 31, 1899 .....	.....	358 45	126 30
18		570 \$560 05		\$560 05	\$ 360 25	\$360 25

W. G. NEEDHAM,
Superintendent Reformatory School.

As a basis for further study of our schools individually and as a whole, I submit the following tables, prepared by Mr. T. H. Gibson:

Table No. 1. Number of Schools, Teachers and Pupils in the Hawaiian Islands.

Table No. 2. Nationality of Pupils attending School in the Hawaiian Islands. Comparative Table for the years from 1888 to 1899.

Table No. 3. Ages of all Pupils in all Schools of the Hawaiian Islands.

Table No. 4. Comparative Table of Pupils in Public Schools according to Course of Study.

Table No. 5. Comparative Table of Nationality of Teachers in all Schools of the Hawaiian Islands.

Table No. 6. Public and Private Schools on each of the Islands.

Table No. 7. Pupils in Public Schools according to Course of Study.

Table No. 8. Comparative Table of Nationality of Teachers in Public and Private Schools.

Table No. 9. Schools, Teachers and Pupils by Islands and Districts.

Table No. 10. Nationality of Pupils in Public Schools by Islands and Districts.

Table No. 11. Nationality of Pupils in Private Schools by Islands and Districts.

Table No. 12. Nationality of Public School Teachers by Islands and Districts.

Table No. 13. Nationality of Private School Teachers by Islands and Districts.

Table No. 14. Public Schools by Islands and Districts.

Table No. 15. Private Schools by Islands and Districts.

Table No. 16. School Agents by Islands and Districts.

Table No. 17. Alphabetical List of Teachers in the employ of the Department of Public Instruction.

TABLE No. 1.

NUMBER OF SCHOOLS, TEACHERS, AND PUPILS IN THE HAWAIIAN ISLANDS.

	SCHOOLS.	TEACHERS.		TOTAL.	PUPILS.		TOTAL.
		M.	F.		M.	F.	
Public Schools	141	113	231	344	6,395	5,041	11,436
Private Schools.....	48	79	121	200	2,256	1,798	4,054
Total.	189	192	352	544	8,651	6,839	15,490

TABLE No. 2.

NATIONALITY OF PUPILS ATTENDING SCHOOL IN THE HAWAIIAN ISLANDS. COMPARATIVE TABLE FOR
THE YEARS FROM 1888 TO 1899.

	1888	1890	1892	1894	1895	1896	1897	1898	1899
Hawaiian	5,320	5,599	5,353	5,177	5,207	5,480	5,330	5,406	5,043
Part Hawaiian	1,247	1,573	1,866	2,103	2,198	2,443	2,479	2,568	2,721
American ..	253	259	371	285	386	417	484	526	601
British	163	139	131	184	200	256	280	234	213
German	176	199	197	208	253	288	302	319	337
Portuguese	1,335	1,813	2,253	2,551	3,186	3,600	3,815	3,818	3,882
Scandinavian	40	56	71	83	96	98	106	112	84
Japanese.	54	39	60	113	261	397	560	737	1,141
Chinese	147	262	353	529	740	931	1,078	1,170	1,314
South Sea Islanders.....	16	42	36	35	29	23	10	30	30
Other Foreigners.....	19	25	21	39	60	90	78	77	124
Total	8,770	10,006	10,712	11,307	12,616	14,023	14,522	14,997	15,490

TABLE No. 3.

AGES OF ALL PUPILS IN ALL SCHOOLS OF THE HAWAIIAN ISLANDS.

	Under 6	6 to 15	Above 15
Public Schools—			
Boys	161	5,743	491
Girls	141	4,736	164
Total	302	10,479	655
Private Schools —			
Boys	229	1,640	387
Girls	229	1,319	250
Total	458	2,959	637
Totals in Public & Private Schools—			
Boys	390	7,383	878
Girls	370	6,055	414
Total of both Sexes	760	13,438	1,292

TABLE No. 4.

COMPARATIVE TABLE OF PUPILS IN PUBLIC SCHOOLS ACCORDING TO COURSE OF STUDY.

	1892	1894	1895	1896	1897	1898	1899
1st year.....	3,035	2,863	3,543	3,881	3,331	3,441	3,658
2nd year.....	1,661	1,896	2,090	2,273	2,089	2,135	2,280
3rd year	1,209	1,469	1,639	1,789	1,834	1,760	1,810
4th year	631	797	904	1,063	1,273	1,432	1,427
5th to 8th year..	388	592	799	1,020	1,780	1,964	2,066
High Sch. Course	224	115	118	163	235	233	195
Total	7,148	7,732	9,093	10,189	10,542	10,965	11,436

at Lahainaluna.

TABLE No. 5.

COMPARATIVE TABLE OF NATIONALITY OF TEACHERS IN ALL
SCHOOLS OF THE HAWAIIAN ISLANDS,

	1892	1894	1895	1896	1897	1898	1899
Hawaiian	93	80	68	68	57	61	62
Part Hawaiian	47	61	60	59	62	64	68
American	154	155	177	226	253	254	282
British	57	57	66	76	69	67	66
German	9	4	8	8	12	10	8
French	9	7	6	5	6	6	9
Belgian	4	5	5	7	....	2	....
Scandinavian	5	7	5	6	6	9	7
Dutch .....	....	1	2	1	....	1	....
Portuguese	8	10	13	13	20	22	22
Japanese .....	....	1	2	2	3	3	4
Chinese	4	17	14	11	13	15	10
Other Foreigners	2	....	....	....	6	2	6
Total	392	405	426	482	507	516	544

TABLE No. 6.

PUBLIC SCHOOLS.

ISLANDS.	No. of Schools	Teachers			Pupils		
		M.	F.	Total	M.	F.	Total
Hawaii	55	41	67	108	1,861	1,620	3,481
Maui	28	29	31	60	1,106	929	2,035
Molokai	9	3	6	9	158	113	271
Oahu	36	25	104	129	2,438	1,723	4,161
Kauai and Niihau ..	15	15	23	38	832	656	1,488
Totals	143	113	231	344	6,395	5,041	11,436

TABLE No. 6.—*Continued.*

PRIVATE SCHOOLS.

ISLANDS.	No. of Schools.	Teachers.			Pupils.		
		M.	F.	Total.	M.	F.	Total
Hawaii	10	14	18	32	417	315	732
Maui	6	6	13	19	190	238	428
Molokai	2	3	1	4	55	34	89
Oahu	25	52	88	140	1,499	1,135	2,634
Kauai and Niihau . .	3	4	1	5	95	76	171
Totals	46	79	121	200	2,256	1,798	4,054

TABLE No. 7.

PUPILS IN PUBLIC SCHOOLS ACCORDING TO COURSE OF STUDY.

ISLAND.	1st Year.....		2nd Year.....		3rd Year		4th Year		5th to 8th Year ...		High School Course		Total
	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	
Hawaii	663	540	422	404	320	279	211	215	244	180	1	2	3481
Maui and Lanai	356	336	209	157	190	192	154	119	165	125	32	...	2035
Molokai	66	45	39	36	19	13	17	6	17	13	...	...	271
Oahu	687	498	449	312	311	237	320	192	586	412	85	72	4161
Kauai and Niihau	254	213	151	101	155	94	98	95	173	151	1	2	1488
Total	2026	1632	1270	1010	995	815	800	627	1185	881	119	76	11436
Grand Total	3658		2280		1810		1427		2066		195		11436

TABLE No. 8.

COMPARATIVE TABLE OF NATIONALITY OF TEACHERS.

	Public Schools							Private Schools						
	1892	1894	1895	1896	1897	1898	1899	1892	1894	1895	1896	1897	1898	1899
Hawaiian	79	70	53	53	49	51	51	14	11	15	15	8	10	11
Part Hawaiian	41	50	48	49	48	49	54	6	10	12	10	14	15	14
American	77	77	95	105	134	140	160	77	78	82	121	122	114	122
British	39	36	44	52	42	48	49	18	21	22	24	25	19	17
German	4	1	2	2	2	3	2	5	3	6	6	10	7	6
Portuguese	5	6	9	11	12	15	17	3	4	4	2	6	7	5
French	1	1	1	1	1	1	1	9	6	5	4	5	5	8
Scandinavian	4	6	3	5	6	7	7	1	1	2	1	1	2	...
Belgian .....	...	...	1	1	1	1	...	3	5	4	6	...	1	...
Dutch .....	...	...	...	...	...	...	...	2	...	2	1	...	1	...
Japanese .....	...	...	...	...	...	...	...	...	1	2	2	3	3	4
Chinese .....	...	...	1	1	1	...	...	4	17	13	10	12	15	10
Other Foreigners .....	...	...	...	...	2	1	3	...	1	...	...	3	1	3
Totals	250	247	257	280	298	316	344	142	158	169	202	209	200	200

TABLE No. 9.

PUBLIC SCHOOLS, TEACHERS AND PUPILS, BY ISLANDS AND DISTRICTS.

ISLANDS AND DISTRICTS.	Schools	Teachers.			Pupils.		
		M.	F.	Total.	M.	F.	Total.
HAWAII.							
Hilo	12	9	25	34	608	524	1132
Puna	6	3	4	7	113	93	206
Kau	4	2	6	8	163	115	278
South Kona	6	7	5	12	226	205	431
North Kona	6	6	7	13	210	195	405
South Kohala	3	2	2	4	40	45	85
North Kohala	8	3	12	15	192	176	368
Hamakua	8	9	6	15	309	267	576
Total	53	41	67	108	1861	1620	3481
MAUI.							
Lahaina	6	6	6	12	214	128	342
Wailuku	7	5	9	14	235	255	490
Makawao	9	11	11	22	410	326	736
Hana	6	7	5	12	247	220	467
Total	28	29	31	60	1106	929	2035
MOLOKAI.							
Molokai	9	3	6	9	158	113	271
Total	9	3	6	9	158	113	271
OAHU.							
Honolulu	23	16	89	105	1982	1382	3364
Ewa and Waianae	5	2	10	12	210	159	369
Waialua	2	2	2	4	97	70	167
Koolauloa	2	3	3	5	56	46	102
Koolaupoko	4	2	3	5	93	66	159
Total	36	25	104	129	2438	1723	4161
KAUAI.							
Waimea	6	5	9	14	287	245	532
Koloa	1	2	2	4	75	51	126
Lihue	2	3	5	8	171	137	308
Kawaihau	2	2	3	5	143	105	248
Hanalei	4	3	4	7	156	118	274
Total	15	15	23	38	832	656	1488
Grand Total	141	113	231	344	6395	5041	11634

TABLE No. 9.—Continued.

PRIVATE SCHOOLS, TEACHERS AND PUPILS, BY ISLANDS AND DISTRICTS.

ISLANDS AND DISTRICTS.	Schools	Teachers.			Pupils.		
		M.	F.	Total.	M.	F.	Total.
HAWAII.							
Hilo	5	8	8	16	305	159	464
Puna							
Kau							
South Kona	1	2		2	11	11	22
North Kona							
South Kohala							
North Kohala.	4	4	10	14	101	145	246
Hamakua							
Total	10	14	18	32	417	315	732
MAUI.							
Lahaina	1	1	2	3	33	37	70
Wailuku	3	4	4	8	151	117	268
Makawao	2	1	7	8	6	84	90
Hana							
Total	6	6	13	19	190	238	428
MOLOKAI.							
Molokai.	2	3	1	4	55	34	89
Total	2	3	1	4	55	34	89
OAHU.							
Honolulu	25	50	87	137	1429	1072	2501
Ewa and Waianae.							
Waialua							
Koolaupoko	1	1	1	2	42	35	77
Koolauloa	1	1		1	28	28	56
Total	27	52	88	140	1499	1135	2634
KAUAI.							
Waimea	1		1	1	5	6	11
Koloa	1	2		2	37	27	64
Lihue	1	2		2	53	43	96
Kawaihau							
Hanalei							
Total	3	4	1	5	95	76	171
Grand Total	48	79	121	200	2256	1798	4054

TABLE No. 10.
NATIONALITY OF PUPILS IN PUBLIC SCHOOLS BY ISLANDS AND DISTRICTS.

ISLANDS AND DISTRICTS	Haw'n.		Part Haw'n.		Ameri- can.		British.		German.		Portu- guese.		Scandi- navian.		Jap- anese.		Chinese.		South Sea Isl- anders.		Other For- eigners.		Total.		Total Both Sexes.
	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	
HAWAII—Hilo	133	126	69	72	26	24	10	4	4	3	244	220	3	1	92	61	12	6	.....	.....	15	7	608	524	1132
Puna	80	61	7	10	6	3	.....	.....	.....	1	13	12	1	1	5	4	1	.....	.....	.....	.....	1	113	93	206
Kau	68	53	29	26	2	.....	.....	.....	.....	47	25	.....	.....	11	9	2	1	.....	.....	4	1	163	115	278	
South Kona	148	158	45	26	.....	.....	.....	.....	.....	19	13	.....	.....	9	7	5	1	.....	.....	.....	.....	226	205	431	
North Kona	117	96	20	30	.....	.....	.....	.....	1	1	50	44	.....	.....	15	23	7	1	.....	.....	.....	.....	210	195	405
South Kohala	26	25	13	17	.....	.....	.....	.....	.....	.....	40	41	.....	.....	17	12	2	.....	.....	.....	.....	40	45	85	
North Kohala	77	77	41	38	2	3	3	3	.....	.....	.....	.....	.....	.....	32	19	15	7	.....	.....	.....	.....	192	176	368
Hamakua	60	53	25	35	.....	.....	8	8	2	1	172	125	2	1	.....	.....	.....	.....	.....	.....	3	3	309	267	576
Total	709	649	249	274	36	30	21	10	7	6	585	480	6	3	182	137	44	19	.....	.....	22	12	1861	1620	3481
MAUI.—Lahaina	141	79	43	28	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	14	11	6	3	3	3	7	4	214	128	342
Wailuku	121	112	55	87	5	3	.....	.....	1	29	23	.....	4	.....	25	24	.....	.....	.....	.....	.....	.....	235	255	490
Makawao	100	117	48	32	.....	.....	1	3	2	213	162	.....	1	11	6	37	2	.....	.....	.....	.....	410	326	736	
Hana	161	137	42	39	1	2	.....	.....	.....	28	25	2	2	7	10	3	3	.....	.....	.....	.....	1	247	220	467
Total	523	445	188	186	6	5	1	3	3	270	210	2	5	57	51	46	9	6	7	5	1106	929	2035	.....	2035
MOLOKAI.—Molokai	120	86	20	20	1	1	.....	.....	1	15	4	.....	.....	1	2	.....	.....	.....	.....	.....	.....	158	113	271	
Total	120	86	20	20	1	1	.....	.....	1	15	4	.....	.....	1	2	.....	.....	.....	.....	.....	.....	158	113	271	
OAHU.—Honolulu	492	396	327	320	88	110	39	64	48	46	367	204	7	19	204	55	395	145	5	10	18	1982	1389	3364	
Ewa and Waianae	54	48	29	27	2	2	2	.....	1	2	57	48	6	2	16	8	37	12	.....	.....	6	10	210	159	369
Wailua	49	46	13	10	1	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	97	70	167	
Koolauloa	27	25	10	14	.....	.....	.....	.....	.....	6	.....	.....	.....	.....	.....	1	13	6	.....	.....	.....	.....	36	46	102
Koolaupoko	40	33	26	17	1	3	4	3	.....	.....	.....	.....	.....	.....	5	3	17	7	.....	.....	.....	.....	93	66	159
Total	662	548	405	388	92	119	45	67	49	48	457	262	13	21	225	67	469	170	5	16	28	2438	1723	4161	
KAUAI.—Waimea	86	77	22	28	5	.....	1	5	11	11	81	58	5	9	36	45	18	10	1	2	1	287	245	532	
Koloa	10	6	10	6	2	.....	.....	.....	7	1	14	11	.....	.....	23	23	9	3	.....	.....	.....	.....	75	51	126
Lihue	39	32	19	14	.....	.....	.....	.....	1	2	85	69	.....	.....	21	17	6	3	.....	.....	.....	.....	171	137	308
Kawahau	29	31	11	11	1	.....	.....	.....	4	5	59	32	.....	.....	28	23	10	.....	2	3	143	105	248		
Hanalei	44	49	24	16	.....	.....	1	.....	2	3	49	29	3	1	22	17	11	3	.....	.....	.....	.....	156	118	274
Total	208	195	86	75	8	.....	2	5	25	22	285	199	8	10	150	125	54	19	2	4	4	832	656	1488	
Total Male and Female	2222	1923	948	943	143	155	69	85	82	79	1612	1155	29	39	615	382	613	217	13	14	49	49	6395	5041	11,436
Grand Total	4,145	.....	1,891	.....	298	.....	154	.....	161	.....	2,767	.....	68	.....	997	.....	830	.....	27	.....	98	.....	11,436	.....	11,436

TABLE No. 11.
NATIONALITY OF PUPILS IN PRIVATE SCHOOLS BY ISLANDS AND DISTRICTS.

	Haw'n		Part Haw'n		Ameri-can		British		German		Portu-guese		Scandi-navian		Jap-anease		Chinese		South-Sea Isl-landers		Other For-aigners		Total		Total both sexes
	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	
HAWAII—Hilo	75	25	45	21	1	2	...	...	2	...	143	89	2	...	13	5	25	12	...	...	1	3	305	159	464
Puna	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Kau	3	4	2	1	...	...	...	2	...	6	4	...	...	...	...	...	...	...	...	...	...	...	11	11	22
S. Kona	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
N. Kona	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
S. Kohala	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
N. Kohala	14	35	5	24	...	...	...	...	...	30	33	...	...	...	...	...	52	53	...	...	...	...	101	145	246
Hamakua	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	92	64	52	46	1	2	...	2	2	...	179	126	2	...	13	5	77	65	...	...	1	8	417	315	732
MAUI—Lahaina	18	22	10	9	1	...	...	...	...	...	4	6	...	...	...	...	...	...	...	...	...	...	...	...	...
Waikuku	60	44	25	21	...	...	...	...	...	...	45	36	...	...	...	...	...	...	...	...	...	...	...	...	...
Makawao	...	35	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Hana	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	78	101	35	65	1	...	...	...	...	...	49	42	...	...	...	...	...	...	...	...	...	...	...	...	...
MOLOKAI—Molokai	40	30	11	2	...	...	...	...	...	...	4	2	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	40	30	11	2	...	...	...	...	...	...	4	2	...	...	...	...	...	...	...	...	...	...	...	...	...
OAHU—Honolulu	201	203	309	267	147	149	34	23	30	37	389	277	9	4	52	37	246	72	2	0	10	3	1429	1072	2501
Ewa and Waianae	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Waialua	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Koolauloa	29	25	6	9	3	...	...	...	...	...	...	...	...	...	1	2	2	1	1	...	...	...	42	35	77
Koolaupoko	5	6	8	20	...	...	...	...	1	...	7	...	...	...	3	1	4	1	...	...	...	...	28	28	56
Total	235	234	823	296	150	149	34	23	31	37	396	277	9	4	56	38	252	74	3	...	10	31	1499	1135	2634
KAUAI—Waimea	...	...	...	...	...	...	...	...	5	5	...	...	1	...	...	...	...	...	...	...	...	...	5	6	11
Koloa	14	10	...	...	...	...	...	...	...	23	17	...	...	...	...	...	...	...	...	...	...	...	37	27	64
Lihue	...	...	...	...	...	...	...	...	53	43	...	...	...	...	...	...	...	...	...	...	...	...	53	43	96
Kaunahou	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Hanalei	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	14	10	...	...	...	...	...	...	58	48	23	17	1	...	...	...	...	...	...	...	...	...	95	76	171
Total Male and Female	459	439	421	409	152	151	34	25	91	85	651	464	9	7	82	62	341	143	3	0	13	13	2256	1798	4054
Grand Total	898	...	830	...	303	...	59	...	176	...	1115	...	16	...	144	...	484	...	3	...	26	...	4054	...	4054

TABLE No. 12.
NATIONALITY OF PUBLIC SCHOOL TEACHERS BY ISLANDS AND DISTRICTS.

ISLANDS AND DISTRICTS.	Haw'n.		Part Haw'n.		Ameri-can.		British.		German.		French.		Scandi-navian.		Portu-guese.		Chinese.		Other For-eigners.		Total.		Total Both Sexes.	
	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.		
HAWAII—Hilo.....	1	1	1	5	2	15	2	3			1				2	1					9	25	34	
Puna.....	1	1	1	1	1	2									1						3	4	7	
Kau.....	2	1			1	3										2					2	6	8	
South Kona.....	5	3	1	1	1	1	1														7	5	12	
North Kona.....	1	3	2		3	2		1											1		6	7	13	
South Kohala.....	2																				2	2	4	
North Kohala.....	3			2	1	5	1	2													3	12	15	
Hamakua.....	1			1	5	3	2	2							1						9	6	15	
Total.....	12	12	4	9	13	32	6	10			1				4	3			1	1	41	67	108	
MAUI.—Lahaina.....	2	2			3	3	1	1													6	6	12	
Waikuku.....	1	2	1	1	3	6															5	9	14	
Wakawao.....	1	2			6	4	2	1							1	3					11	11	22	
Hana.....	3	1	1	4	2		1														7	5	12	
Total.....	7	7	2	5	14	13	4	2						1	2	3					29	31	60	
MOLOKAI—Molokai.....	2	2	1	1		2		1													3	6	9	
Total.....	2	2	1	1		2		1													3	6	9	
OAHU.—Honolulu.....				21	10	53	6	11					2			2					16	89	105	
Ewa and Waianae.....		3		1	2	3		3													2	10	12	
Waialua.....	1					1	1									1					2	2	4	
Koolauloa.....																						3	3	6
Koolaupoko.....	1			1		2	1														2	3	5	
Total.....	3	3		23	13	59	8	14					2		1	3					25	104	129	
KAUAI.—Waimea.....				3	3	3			1				2							1		5	9	4
Koloa.....	1	1	1	1	1																2	2	4	
Lihue.....			2	1	1	1	1									1					3	8	11	
Kawahau.....	1				1	3															2	3	5	
Hanalei.....			1	1	1		1	1		1											3	4	7	
Total.....	2	1	2	7	7	7	2	2	1	1			4		1				1	15	23	38		
Total Male and Female.....	26	25	9	45	47	113	20	29	1	1	1		7	8	9				1	2	113	231	344	
Grand Total.....	51		54	160	49	2				2	1		7	17	0				3		344	344		

TABLE No. 13.
NATIONALITY OF PRIVATE SCHOOL TEACHERS BY ISLANDS AND DISTRICTS.

ISLANDS AND DISTRICTS.	Haw'n		Part Haw'n		Ameri-can		British		German		French		Scandi-navian		Portu-guese		Jap-anese		Chinese		Other For-eigners		Total	
	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.
HAWAII--Hilo.....	1		1	2	6	5		1															8	8
Puna.....																								
Kau.....																								
South Kona.....								1															2	
North Kona.....																								
South Kohala.....																								
North Kona.....	1		2			3		3											2	1	1		4	10
Hamakua.....																								
Total.....	2	1	1	4	6	8	1	4			1								2	1	1		14	18
MAUI--Lahaina.....																								
Wailuku.....					3	3																	1	2
Makawao.....			1			6				1									1				4	4
Hana.....																							1	7
Total.....																								
MOLOKAI--Molokai.....	2				1	1																	3	1
Total.....	2				1	1																	3	1
OAHU--Honolulu.....																								
Ewa and Waianae.....	5	1	5	43	48	3	9			2	7				1	3		3	2	4		1	50	87
Waialua.....																								
Koolauloa.....						1																		
Koolauapoko.....			1																				1	1
Total.....	5	2	5	44	49	3	9				7			1	3			3	2	4		1	52	88
KAUAI--Waimea.....																								
Koloa.....	1					1				1													2	
Lihue.....									2														2	
Kawaihau.....																								
Hanalei.....																								
Total.....	1					1				3													4	1
Total Male and Female.....	5	6	3	11	54	68	4	13	3	3	1	7			1	4	1	3	5	5	2	1	79	121
Grand Total.....	11			14	122	17		6			8				5		4		10		3		200	

TABLE No. 14.

PUBLIC SCHOOLS BY ISLANDS AND DISTRICTS.

Islands, Districts, Schools and Teachers	Date of Present Appointment	Pupils			Percentage of Attendance	Cost of Tuition per Capita
		M.	F.	Total		
THE REPUBLIC		6395	5041	11,436	91	\$ 19.43
Hawaii.....		1861	1620	3481	92	17.15
Maul and Lanai.....		1106	929	2035	91	18.73
Molokai.....		158	113	271	89	14.83
Oahu.....		2438	1723	4161	90	22.74
Kauai and Niihau.....		832	656	1488	90	16.73
HAWAII.						
District of Hilo—						
Ookala		25	14	39	89	13.84
Miss Mary McKinley.....	Feb. 1899	60	37	97	84	11.13
Laupahoehoe						
Charles H. Swain.....	Sept. 1892					
Miss Mary Irwin.....	June 1899					
Pohakupuka		15	11	26	91	18.46
Nicholas Hoopii	Sept. 1899					
Hakalau						
No teacher at close of term.						
Honouu		61	33	94	92	9 57
V. A. Carvalho.....	Nov. 1895					
Mrs. V. A. Carvalho.....	Mar. 1898					
Pepeekeo		25	20	45	92	18.66
Miss Percy K. Dillon.....	Feb. 1895					
Miss Rebecca Macy.....	Jan. 1899					
Onomea		45	43	88	*	13.63
Leon Malterre	April 1892					
Miss Ellen Pearce.....	Sept. 1899					
Papaikou		52	63	115	92	19.51
W. A. Ray.....	Sept. 1891					
Mrs. Eldera Deacon.....	Sept. 1898					
Michael Freitas	Sept. 1896					
Haaheo		64	51	115	81	15.13
Miss Alice A. McCord.....	Jan. 1897					
Miss Margaret Rice.....	Oct. 1899					
Miss Annie Akamu.....	Sept. 1899					
Kaiwiki		32	26	58	88	17.57
Mrs. Mara G. Barbour.....	Jan. 1899					
D. B. Kuhns.....	Mar. 1899					

* Report incomplete.

TABLE No. 14.—*Continued.*

PUBLIC SCHOOLS BY ISLANDS AND DISTRICTS.

Islands, Districts, Schools and Teachers	Date of Present Appointment.	Pupils			Percentage of Attendance	Cost of Tuition per Capita
		M.	F.	Total		
Hilo Union		189	166	355	86	\$ 19.43
Miss Josephine Deyo.....	Sept. 1892					
Cyril O. Smith.....	Feb. 1894					
Miss Harriet F. Coan.....	Jan. 1897					
Miss Alice K. West.....	Oct. 1894					
Miss Helen Severance.....	Jan. 1897					
Miss M. Louise Deyo.....	Sept. 1899					
Miss Ada Lycett.....	Mar. 1899					
Mrs. Helen W. Kelsey.....	Sept. 1898					
Miss Mary H. Tracy.....	Nov. 1899					
Miss Lilinoe Hapai.....	April, 1899					
Miss Hazel Lewis.....	April, 1899					
Hilo Select		21	43	64	93	32.81
Wm. McCluskey	Sept. 1898					
Miss Zula R. Hart.....	Sept. 1898					
Miss Franc Eaton.....	Sept. 1896					
Waiakea		19	17	36	83	26.11
Miss Esther Pomeroy.....	April, 1899					
Miss Louisa Hapai.....	April, 1897					
District of Puna—						
Olaa		27	29	56	83	12.85
Miss Mary Munroe.....	Sept. 1899					
Upper Olaa		8	8	16	98	30.00
Mrs. C. W. Hill.....	Jan. 1899					
Pahoa		16	14	30	90	18.00
Manuel J. Soares.....	Sept. 1899					
Puula		7	5	12	*	25.00
Geo. Elderts	Sept. 1893					
Kauaea		14	4	18	72	20.00
Miss Sophie L. Rycroft.....	Sept. 1896					
Kalapana		41	33	74	90	12.97
H. E. Wilson.....	May, 1894					
Mrs. E. L. Wilson.....	Oct. 1894					
District of Kau—						
Pahala		50	32	82	90	26.34
Miss Angela Crook.....	Sept. 1894					
Miss Marion de Carmo.....	Sept. 1894					
Miss Conceicao de Lima.....	Feb. 1899					

* Incomplete Report.

TABLE No. 14.—*Continued.*

PUBLIC SCHOOLS BY ISLANDS AND DISTRICTS.

Islands, Districts, Schools and Teachers	Date of Present Appointment	Pupils			Percentage of Attendance	Cost of Tuition per Capita
		M.	F.	Total		
Hilea		65	41	106	92	\$ 10.56
Wm. K. Makakoa.....	Sept. 1898	.....	.....	.....	.....	.....
Moses Malakaua	May 1888	.....	.....	.....	.....	.....
Waiohinu		37	35	72	92	17.50
Miss Bertha Ben Taylor.....	Sept. 1899	.....	.....	.....	.....	.....
Miss Emily F. Williams.....	Sept 1899	.....	.....	.....	.....	.....
Kamaoa		11	7	18	98	23.33
Miss Maria K. Mahelona....	Sept. 1899	.....	.....	.....	.....	.....
District of South Kona—						
Milolii		18	19	37	94	12.97
Louis M. Mitchell.....	Oct. 1899	.....	.....	.....	.....	.....
Alae		30	31	61	94	17.70
Thomas N. Haae.....	April 1893	.....	.....	.....	.....	.....
Geo. J. Kauhiahao.....	Sept. 1897	.....	.....	.....	.....	.....
Hookena		48	43	91	93	16.15
T. K. R. Amalu.....	April 1880	.....	.....	.....	.....	.....
Mrs. Elizabeth K. Amalu....	May 1897	.....	.....	.....	.....	.....
Mrs. Katie M. Kaai.....	Sept. 1898	.....	.....	.....	.....	.....
Honaunau		39	33	72	87	15.00
Geo. Kanikau	Jan. 1896	.....	.....	.....	.....	.....
Baker N. Kahalepuna.....	Sept. 1898	.....	.....	.....	.....	.....
Napoopoo		35	43	78	97	14.61
Harry T. Mills.....	Jan. 1894	.....	.....	.....	.....	.....
Mrs. Mary K. Mills	Jan. 1894	.....	.....	.....	.....	.....
Konawaena		56	36	92	94	11.08
Mrs. S. E. Sunter	1882	.....	.....	.....	.....	.....
Miss C. L. Roy.....	1896?	.....	.....	.....	.....	.....
District of North Kona—						
Pahoehoe		9	7	16	95	37.50
J. F. O'Connor.....	Sept. 1898	.....	.....	.....	.....	.....
Kailua		54	39	93	95	18.70
Thomas Aiu	Jan. 1887	.....	.....	.....	.....	.....
Miss Minnie Kanoho.....	Sept. 1899	.....	.....	.....	.....	.....
Mrs. Nellie O'Connor.....	Sept. 1898	.....	.....	.....	.....	.....
Holualoa		81	86	167	98	16.17
Mrs. M. F. Scott.....	Feb. 1893	.....	.....	.....	.....	.....
Miss Florence J. Scott.....	Jan. 1895	.....	.....	.....	.....	.....
Miss Georgia Allen.....	Sept. 1898	.....	.....	.....	.....	.....
Miss Trinidad Marcos.....	Jan. 1899	.....	.....	.....	.....	.....

TABLE No. 14.—*Continued.*

PUBLIC SCHOOLS BY ISLANDS AND DISTRICTS

Islands, Districts, Schools and Teachers	Date of Present Appointment	Pupils			Percentage of Attendance	Cost of Tuition per Capita
		M.	F.	Total		
Honokohau		24	30	54	94	\$ 17.77
W. B. Weigel.....	Sept. 1899	.....	.....	.....	.....	.....
Miss Jane Nahiwa.....	Sept. 1899	.....	.....	.....	.....	.....
Kalaoa		29	22	51	85	25.88
L. C. Lenhart.....	Sept. 1896	.....	.....	.....	.....	.....
Patrick Cockett	Sept. 1898	.....	.....	.....	.....	.....
Makalawena		13	11	24	96	12.50
Henry Komomua	Feb. 1896	.....	.....	.....	.....	.....
District of South Kohala—						
Puako		7	7	14	*	17.14
J. E. Laau.....	April 1895	.....	.....	.....	.....	.....
Kawaihae		10	10	20	*	15.00
Thomas K. Nakanelua.....	April 1895	.....	.....	.....	.....	.....
Waimea		23	.....	.....	.....	21.57
Miss Margaret R. Burton...	Sept. 1899	.....	28	51	78	.....
Miss Elizabeth Lyons.....	Sept. 1888	.....	.....	.....	.....	.....
District of North Kohala—						
Puuhue		10	9	19	95	15.79
Mrs. Carrie Luhiau.....	Sept. 1898	.....	.....	.....	.....	.....
Mahukona		7	13	20	*	24.00
H. M. Stow.....	Sept. 1898	.....	.....	.....	.....	.....
Honomakau		44	44	88	95	17.72
Emil de Harne.....	Sept. 1894	.....	.....	.....	.....	.....
Miss Pillani Jones.....	Sept. 1898	.....	.....	.....	.....	.....
Miss Harriet Kelley.....	Oct. 1899	.....	.....	.....	.....	.....
Kohala Select		10	19	19	85	31.58
Miss Helen E. Gardner.....	Sept 1899	.....	.....	.....	.....	.....
Ainakea		46	30	76	96	31.26
J. N. Bell.....	Jan. 1894	.....	.....	.....	.....	.....
Mrs. J. N. Bell.....	Sept 1895	.....	.....	.....	.....	.....
Miss Eliza Y. Atkins.....	Sept. 1891	.....	.....	.....	.....	.....
Miss Ida Hoolapa.....	Sept. 1899	.....	.....	.....	.....	.....
Halawa		23	19	42	97	12.86
Mrs. Florence Patton.....	Sept. 1896	.....	.....	.....	.....	.....
Makapala		43	45	88	97	20.23
Miss May Logan.....	Sept. 1893	.....	.....	.....	.....	.....
Mrs. Tamar Hussey.....	Sept. 1883	.....	.....	.....	.....	.....
Mrs. C. E. Moore.....	Sept. 1897	.....	.....	.....	.....	.....

* Incomplete Report.

TABLE No. 14.—*Continued.*

PUBLIC SCHOOLS BY ISLANDS AND DISTRICTS.

Islands, Districts, Schools and Teachers	Date of Present Appointment	Pupils			Percentage of Attendance	Cost of Tuition per Capita
		M.	F.	Total		
Pololu		10	6	16	94	\$ 18.68
Miss Aoe Akina.....	Dec. 1898	.....	.....	.....	.....	.....
District of Hamakua—						
Waimanu		13	4	17	*	17.65
J. K. A. Kaimana.....	Jan. 1899	.....	.....	.....	.....	.....
Waipio		27	36	63	97	18.09
B. Brightwell.....	Sept. 1899	.....	.....	.....	.....	.....
Miss Alice Ahana.....	Oct. 1899	.....	.....	.....	.....	.....
• Kukuihaele		22	20	42	96	12.86
Miss Kate Horner.....	Jan. 1894	.....	.....	.....	.....	.....
Kaauhuhu		10	22	32	96	28.12
A. J. Wilson.....	Sept. 1899	.....	.....	.....	.....	.....
Ahualoa		84	61	145	97	13.10
Mrs. E. W. Estep.....	Jan. 1898	.....	.....	.....	.....	.....
Enos Vicente	Jan. 1898	.....	.....	.....	.....	.....
Miss Nellie Rickard.....	Jan. 1898	.....	.....	.....	.....	.....
Honokaa		61	49	110	93	17.45
Evan W. Estep.....	Sept. 1892	.....	.....	.....	.....	.....
James B. Rickard.....	Sept. 1899	.....	.....	.....	.....	.....
Miss Florence Rickard.....	Sept. 1899	.....	.....	.....	.....	.....
Kaapahu		42	34	76	92	14.21
L. E. Schellberg.....	Sept. 1899	.....	.....	.....	.....	.....
Eugene Horner	Jan. 1899	.....	.....	.....	.....	.....
Paaulo		50	41	91	91	12.79
William Judkins	Sept. 1899	.....	.....	.....	.....	.....
Miss Olive Horner.....	April 1896	.....	.....	.....	.....	.....
MAUI.						
District of Lahaina—						
Olowalu		13	18	31	*	9.68
Miss Laura R. Pali.....	Oct. 1899	.....	.....	.....	.....	.....
Lahaina		97	75	172	94	21.40
Henry Jacksonson	Jan. 1880	.....	.....	.....	.....	.....
Mrs. T. J. Hayselden.....	May 1886	.....	.....	.....	.....	.....
Miss Anne Z. Hadley.....	Sept. 1898	.....	.....	.....	.....	.....
W. Kaluakini	Sept 1896	.....	.....	.....	.....	.....
Mrs. Ura Scrimger.....	Sept. 1899	.....	.....	.....	.....	.....

* Incomplete Report.

TABLE No. 14.—Continued.

PUBLIC SCHOOLS BY ISLANDS AND DISTRICTS.

Islands Districts, Schools and Teachers	Date of Present Appointment	Pupils			Percentage of Attendance	Cost of Tuition per Capita
		M.	F.	Total		
Lahainaluna Seminary		45	....	45	97	\$ 75.55
W. Elmo Reavis.....	Sept. 1899	....	....	....	....	....
F. P. Rosecrans.....	Mar. 1899	....	....	....	....	....
E. H. Carleton.....	Sept. 1899	....	....	....	....	....
Honokowai		25	8	33	*	18.18
Miss K. Scrimger.....	Dec. 1899	....	....	....	....	....
Honokohau		18	12	30	97	10.00
James Poai	Sept. 1897	....	....	....	....	....
Kahakuoa		16	15	31	96	11.61
Miss Elizabeth Keliinoi.....	Sept. 1899	....	....	....	....	....
District of Wailuku—						
Waihee		62	74	136	92	18.97
S. Keliinoi	Sept. 1896	....	....	....	....	....
Miss Mille Morris.....	Jan. 1897	....	....	....	....	....
Miss Susie Kirkland.....	Sept 1899	....	....	....	....	....
Mrs. F. C. Ogg.....	May 1898	....	....	....	....	....
Wailuku		48	55	103	94	18.64
John A. Moore.....	Sept. 1892	....	....	....	....	....
Mrs. S. D. Heapy.....	Sept. 1898	....	....	....	....	....
Waikapu		33	31	64	93	17.97
Mrs. Ella L. Austin.....	Dec. 1899	....	....	....	....	....
Miss Zelig Rogers.....	Feb. 1898	....	....	....	....	....
Kahului		17	10	27	98	17.78
Moses Kauhimahu	Feb. 1898	....	....	....	....	....
Spreckelsville		30	30	60	88	15.00
Miss Blanche Ella Allen....	May 1898	....	....	....	....	....
Miss Jessie M. Kirkland.....	Nov. 1899	....	....	....	....	....
Makena (Keawakapu)		9	15	24	73	12.50
Miss Lucy Lani.....	Sept. 1894	....	....	....	....	....
Ulupalakua		36	40	76	88	15.79
L. R. Crook.....	Sept. 1897	....	....	....	....	....
R. L. Ogilvie.....	Sept. 1898	....	....	....	....	....
District of Makawao—						
Keokea		49	21	70	91	13.71
David Kapohakimohewa ...	April 1896	....	....	....	....	....
Mrs. Julia Kapohakimohewa	Sept. 1899	....	....	....	....	....
Kealahou		63	41	104	92	21.35
J. H. Nishwitz.....	Sept. 1890	....	....	....	....	....
Mrs. Jennie Nishwitz.....	Sept. 1890	....	....	....	....	....
Eugene Capellas	Sept. 1897	....	....	....	....	....

* Incomplete Report.

TABLE No. 14.—*Continued.*

PUBLIC SCHOOLS BY ISLANDS AND DISTRICTS.

Islands, Districts, Schools and Teachers	Date of Present Appointment	Pupils			Percentage of Attendance	Cost of Tuition per Capita
		M.	F.	Total		
Makawao		55	37	92	75	\$ 23.48
F. W. Hardy.....	Sept. 1888	..	..	..	..	..
Miss Mary E. Fleming.....	Nov. 1898	..	..	..	..	..
David Fleming.....	Nov. 1899	..	..	..	..	..
Hamakuapoko		57	54	111	96	21.08
D. D. Balawin.....	Jan. 1891	..	..	..	..	..
Miss Nellie Smith.....	Sept. 1897	..	..	..	..	..
Miss Ethel Smith.....	Jan. 1899	..	..	..	..	..
Haiku		25	32	57	92	21.05
F. E. Atwater.....	Sept. 1898	..	..	..	..	..
Miss Sigrid H. Oss.....	Sept. 1899	..	..	..	..	..
Paia		68	49	117	86	24.10
W. C. Crook.....	Jan. 1881	..	..	..	..	..
Miss Nellie Crook.....	Sept. 1887	..	..	..	..	..
Miss Eliza dos Reis.....	Oct. 1895	..	..	..	..	..
Miss Nettie dos Reis.....	Mar. 1899	..	..	..	..	..
Kaupakulua		53	45	98	82	16.73
C. W. Baldwin.....	Sept. 1895	..	..	..	..	..
Anthony de Souza.....	Sept. 1897	..	..	..	..	..
Miss Mary J. de Souza.....	Oct. 1898	..	..	..	..	..
Halehaku		17	23	40	89	9.00
Mrs. Mary Ann Pa.....	1888	..	..	..	..	..
Huelo		23	24	47	91	15.32
Eli Snyder.....	Sept. 1896	..	..	..	..	..
District of Hana—						
Keanae		29	21	50	90	8.40
D. P. Kapewa.....	Sept. 1897	..	..	..	..	..
Nahiku		29	30	59	82	13.56
N. E. Lemmon.....	April 1898	..	..	..	..	..
Hana		66	59	125	83	16.32
B. K. Kaiwiae.....	Jan. 1888	..	..	..	..	..
Mrs. Rachel Kaiwiae.....	Sept. 1889	..	..	..	..	..
Miss Lucy Kaukau.....	Sept. 1899	..	..	..	..	..
Haou		51	38	89	96	16.85
L. C. Gibson.....	Sept. 1899	..	..	..	..	..
Miss Annie L. Reuter.....	May 1899	..	..	..	..	..
Miss Christina E. Smith....	Sept. 1899	..	..	..	..	..
Kipahulu		38	33	71	98	13.52
M. Hoonani.....	Sept. 1897	..	..	..	..	..
Mrs. N. Hoonani.....	Jan. 1899	..	..	..	..	..
Kaupo		34	39	73	89	15.06
W. B. Starkey.....	July 1896	..	..	..	..	..
Charles Lake.....	Oct. 1887	..	..	..	..	..

TABLE No. 14.—*Continued.*
PUBLIC SCHOOLS BY ISLANDS AND DISTRICTS.

Islands, Districts, Schools and Teachers	Date of Present Appointment	Pupils			Percentage of Attendance	Cost of Tuition per Capita
		M.	F.	Total		
MOLOKAI.						
Kaunakakai		22	14	36	92	\$ 16.67
Mrs. Geo. Sturgeon.....	Oct. 1898	13	8	21	90	22.86
Kalae		20	20	40	84	13.50
Miss Ellen Sobey.....	Sept. 1899	25	22	47	86	15.32
Kamalo		14	11	25	98	19.20
Miss Lizzie McCorriston.....	Sept. 1896	17	11	28	*	12.86
Haluaaha		6	7	13	92	23.08
Miss Augusta Bruce.....	Sept. 1896	13	8	21	89	14.29
Waihalua		28	12	40	86	6.00
Miss Julia Mahoe.....	Sept. 1899					
Halawa						
Peter Pascal	Dec. 1895					
Wailau						
Miss Lucy Poaha.....	Oct. 1898					
Pelekunu						
Charles Keliikahuna	Sept. 1898					
Kalaupapa						
Thomas K. Nathaniel.....	Sept. 1898					
OAHU						
District of Honolulu—						
Wailupe		12	14	26	81	16.15
Miss Julia K. Hunt.....	Mar. 1892	29	37	66	88	17.27
Waikiki						
Miss Blanche Horner.....	Sept. 1898					
Miss Ellen Cook.....	Sept. 1891					
Moiliili		30	21	51	99	15.68
Miss M. F. Maroni.....	Jan. 1898	27	14	41	98	19.02
Manoa						
Miss Maggie Davison.....	Sept. 1898					
Miss Violet Beckley.....						
Makiki		50	32	82	85	14.15
Miss Mary Ferreira.....	April 1897					
Miss Rebecca Thompson....	Sept. 1899					
Beretania Street		83	77	160	89	15.37
Miss Rhoda H. Green.....	Sept. 1898					
Mrs. J. J. Greene.....	Sept. 1896					
Miss Lizzie Gurney.....	Sept. 1898					
Miss Emma Lyons.....	Sept. 1899					

* Incomplete Report.

TABLE No. 14.—*Continued.*

PUBLIC SCHOOLS BY ISLANDS AND DISTRICTS.

Islands, Districts, Schools and Teachers	Date of Present Appointment	Pupils			Percentage of Attendance	Cost of Tuition per Capita
		M.	F.	Total		
Kakaako		17	13	30	93	\$ 20.00
Miss Clara Gurney.....	Oct. 1895	..	..	..	..	..
Kawaiahao		55	31	86	90	15.35
Mrs. Mary Gunn.....	Sept. 1898	..	..	..	..	..
Miss Bella Weight.....	Sept. 1898	..	..	..	..	..
Pohukaina		..	143	143	91	17.06
Miss Zoe Atkinson.....	Sept 1899	..	..	..	..	..
Miss Jennie McLain.....	Sept. 1899	..	..	..	..	..
Miss Lulu Cameron.....	Sept. 1898	..	..	..	..	..
Miss Juliet M. King.....	Sept 1896	..	..	..	..	..
High		112	158	270	95	45.56
M. M. Scott.....	Sept. 1881	..	..	..	..	..
J. Lightfoot	Sept. 1891	..	..	..	..	..
C. A. Elston.....	Sept. 1898	..	..	..	..	..
Miss Gertrude Scott.....	Sept. 1898	..	..	..	..	..
Mrs. S. S. Kinney.....	Sept. 1898	..	..	..	..	..
Miss Harriet Needham.....	Sept. 1894	..	..	..	..	..
Miss Elizabeth Cartwright..	Sept. 1897	..	..	..	..	..
Miss E. E. Stansbury.....	Sept. 1896	..	..	..	..	..
Mrs. A. J. Derby.....	Jan. 1898	..	..	..	..	..
Miss Isabel Kenney.....	Oct. 1899	..	..	..	..	..
Kaakopua		90	121	211	91	16.77
Miss M. J. Coursen.....	Sept. 1895	..	..	..	..	..
Miss Daisy Dietz.....	Sept. 1899	..	..	..	..	..
Miss Louise Moore.....	Oct. 1891	..	..	..	..	..
Miss Julia Perry.....	Sept. 1897	..	..	..	..	..
Royal		408	..	408	88	23.72
Alexander Mackintosh	Sept. 1871	..	..	..	..	..
Thomas P. Harris.....	Sept. 1891	..	..	..	..	..
Miss Juliet Taner.....	Sept. 1881	..	..	..	..	..
Mrs. Alice Brown.....	Jan. 1893	..	..	..	..	..
Miss Teura Henry.....	Nov. 1890	..	..	..	..	..
Miss Louisa Brickwood.....	Sept. 1864	..	..	..	..	..
Mrs. Catherine Brown.....	Jan. 1873	..	..	..	..	..
*Mrs. Cate Phillips.....	Sept. 1899	..	..	..	..	..
Miss Mabel C. Ladd.....	Sept 1888	..	..	..	..	..
Miss Kate McIntyre.....	Nov. 1888	..	..	..	..	..
Miss Aimee Mossman.....	Jan. 1891	..	..	..	..	..
Night School		256	..	256	86	13.60
J. Lightfoot	Sept. 1897	..	..	..	..	..
C. A. Elston.....	Sept 1899	..	..	..	..	..

* Substitute for Miss Anna Sorenson.

TABLE No. 14.—*Continued.*

PUBLIC SCHOOLS BY ISLANDS AND DISTRICTS.

Islands, Districts, Schools and Teachers	Date of Present Appointment	Pupils			Percentag of Attendance	Cost of Tuition per Capita
		M.	F.	Total		
W. H. Hilts.....	Sept. 1899	.....	.....	.....	.....	.....
Miss E. L. Dietz	Sept. 1898	.....	.....	.....	.....	.....
Mrs. N. B. Emerson.....	Sept. 1898	.....	.....	.....	.....	.....
Mrs. H. Davis.....	Sept. 1898	.....	.....	.....	.....	.....
Miss Ida Horner.....	Sept. 1898	.....	.....	.....	.....	.....
Mrs. J. B. Hopkins.....	Sept. 1898	.....	.....	.....	.....	.....
Normal and Training						
Normal Department		8	30	38	93	} \$46.79
Training Department		78	102	180	91	
Emma Street School....		50	45	95	84	10.10
Edgar Wood	Sept. 1897	.....	.....	.....	.....	.....
Miss Mabel Lampson.....	Oct. 1896	.....	.....	.....	.....	.....
J. E. Higgins.....	Sept. 1898	.....	.....	.....	.....	.....
Miss Ida Ziegler.....	Sept. 1899	.....	.....	.....	.....	.....
Mrs. Orleana F. McLellan...	Nov. 1899	.....	.....	.....	.....	.....
Mrs. Emma McL. Wood....	Sept. 1896	.....	.....	.....	.....	.....
Miss Minnie Egan.....	Sept. 1898	.....	.....	.....	.....	.....
Miss Ella C. Swickard.....	April 1899	.....	.....	.....	.....	.....
Miss Ellen H. Bicknell.....	Sept. 1899	.....	.....	.....	.....	.....
Miss Ada C. Cleveland.....	Sept. 1899	.....	.....	.....	.....	.....
Miss Ethel C. Mossman.....	May 1899	.....	.....	.....	.....	.....
Miss Emma A. Ai.....	April 1899	.....	.....	.....	.....	.....
Pauoa		24	18	42	90	12.86
Miss Louise Aheong.....	Sept 1892	.....	.....	.....	.....	.....
Maemae		45	56	101	82	20.00
Miss Cora Henneghan.....	Sept. 1896	.....	.....	.....	.....	.....
Miss Maud Jordan.....	Sept. 1899	.....	.....	.....	.....	.....
Miss Florence Carter.....	Sept. 1897	.....	.....	.....	.....	.....
Kauluwela		236	.....	236	92	17.80
H. M. Wells.....	Sept. 1895	.....	.....	.....	.....	.....
Mrs. Rosalie Weir.....	Oct. 1898	.....	.....	.....	.....	.....
Miss Myra Angus.....	Jan. 1896	.....	.....	.....	.....	.....
Miss Maggie McCorriston...	Sept 1898	.....	.....	.....	.....	.....
Miss Helen M. Robertson...	Sept. 1898	.....	.....	.....	.....	.....
Miss Maggie Mossman.....	Sept. 1895	.....	.....	.....	.....	.....
kaumakapili		..	162	162	86	15.06
Miss Ella B. Snow.....	Sept 1895	.....	.....	.....	.....	.....
Miss Mae Weir.....	Sept. 1898	.....	.....	.....	.....	.....
Miss Ada Gertz.....	Sept. 1899	.....	.....	.....	.....	.....
Mrs. Angie Webster.....	Sept. 1899	.....	.....	.....	.....	.....
Kauiulani		198	209	407	90	26.00
Armstrong Smith	Sept. 1893	.....	.....	.....	.....	.....
Mrs. Nina L. D. Frasher....	Jan. 1894	.....	.....	.....	.....	.....
Mrs. Isabel L. Creighton...	Jan. 1897	.....	.....	.....	.....	.....

TABLE No. 14.—*Continued.*

PUBLIC SCHOOLS BY ISLANDS AND DISTRICTS.

Islands, Districts, Schools and Teachers	Date of Present Appointment	Pupils			Percentage of Attendance	Cost of Tuition per Capita
		M.	F.	Total		
Miss Mary C. Lofquist.....	Sept. 1891	...	...	...	...	...
Mrs. M. A. Wood.....	Nov. 1888	...	...	...	...	...
Miss Florence Lynch.....	Sept. 1896	...	...	...	...	...
Miss May Giles.....	April 1899	...	...	...	...	...
Miss Carrie P. Green.....	Jan. 1891	...	...	...	...	...
Miss Daisy Lishman.....	Sept. 1899	...	...	...	...	...
Miss Romana Ferreira.....	Sept. 1899	...	...	...	...	...
Miss M. Mapuana Smith.....	Sept. 1896	...	...	...	...	...
Miss Carrie Howland.....	April 1899	...	...	...	...	...
Miss Allie M. Felker.....	Sept. 1899	...	...	...	...	...
*Mrs. Letitia M. Walker.....	.....	...	...	...	...	...
Reformatory		39	...	39	98	\$ 38.46
W. G. Needham.....	Nov. 1887	...	...	...	...	...
C. E. Copeland.....	Jan. 1897	...	...	...	...	...
F. Northrup.....	Mar. 1899	...	...	...	...	...
Kalihiwaena		81	55	136	92	17.68
J. N. Taggard.....	Sept. 1898	...	...	...	...	...
Miss Ruth Arnold.....	Sept. 1899	...	...	...	...	...
Miss Lizzie Grace.....	Sept. 1899	...	...	...	...	...
Miss Nellie McLain.....	Jan. 1899	...	...	...	...	...
Kalihiuka		39	36	75	96	16.80
Robert Law	Sept. 1898	...	...	...	...	...
Miss Mary Achuck.....	Sept. 1899	...	...	...	...	...
Moanalua		15	8	23	92	20.87
Miss Linda Parmenter	Sept. 1899	...	...	...	...	...
District of Ewa—						
Waiawa		34	28	62	96	34.84
C. F. True.....	Sept. 1899	...	...	...	...	...
Miss Tillie Previer.....	Sept. 1898	...	...	...	...	...
Miss Bernice Cook.....	Sept. 1897	...	...	...	...	...
Waipahu		74	51	125	93	14.88
Miss Mary S. Ross.....	Sept. 1899	...	...	...	...	...
Miss M. I. Tewsley.....	April 1899	...	...	...	...	...
Miss Bertha Frances Bindt..	Oct. 1899	...	...	...	...	...
Ewa		41	28	69	84	18.26
Edwin Farmer	April 1897	...	...	...	...	...
Miss Addie H. Farmer.....	April 1899	...	...	...	...	...
District of Waianae—						
Waianae		52	38	90	82	21.33
Miss M. Alice Smith.....	Sept. 1899	...	...	...	...	...

* Substitute for Miss Carrie Howland

TABLE No. 14 — *Continued.*

PUBLIC SCHOOLS BY ISLANDS AND DISTRICTS.

Islands, Districts, Schools and Teachers	Date of Present Appointment	Pupils			Percentage of Attendance	Cost of Tuition per Capita
		M.	F.	Total		
Mrs. Susan Kekela.....	Sept. 1888	.....	.....	.....	.....	.....
Miss Victoria Jordan.....	Sept. 1898	.....	.....	.....	.....	.....
Makua		9	14	23	89	\$ 13.04
Mrs. Augusta Keawekane...	Sept. 1896	.....	.....	.....	.....	.....
District of Waialua—						
Waialua		95	62	157	81	12.61
Edward Hore	1890	.....	.....	.....	.....	.....
Alfred Kaili	1891	.....	.....	.....	.....	.....
Miss Mary Silva.....	Sept. 1899	.....	.....	.....	.....	.....
Wahiawa		2	8	10	92	48.00
Miss Adeline O. Clark.....	Sept. 1899	.....	.....	.....	.....	.....
District of Koolauloa—						
Kahuku		12	9	21	93	22.86
J. Vincente	Nov. 1899	.....	.....	.....	.....	.....
Hauula		44	37	81	96	16.79
Christian Andrews	Sept. 1896	.....	.....	.....	.....	.....
Lowell K. Kupau.....	Sept. 1899	.....	.....	.....	.....	.....
District of Koolaupoko—						
Waiahole		43	35	78	80	17.69
Miss Alice E. Mudge.....	June 1899	.....	.....	.....	.....	.....
Miss Maria Maby.....	Sept. 1899	.....	.....	.....	.....	.....
Kaneohe		25	17	42	96	19.05
Henry Cobb Adams.....	Jan. 1891	.....	.....	.....	.....	.....
Kailua		12	6	18	74	26.67
William K. Isaac.....	Sept. 1899	.....	.....	.....	.....	.....
Waimanalo		13	8	21	93	22.86
Miss Lena Rasmussen.....	Sept. 1895	.....	.....	.....	.....	.....
KAUAI AND NIIHAU.						
District of Waimea—						
Niihau		14	17	31	*	7.74
J. B. Kaomea.....	Jan. 1879	.....	.....	.....	.....	.....
Mana		11	13	24	94	22.50
Diedrich Prigge	Sept. 1899	.....	.....	.....	.....	.....

* Incomplete Report.

TABLE No. 14.—*Continued.*

PUBLIC SCHOOLS BY ISLANDS AND DISTRICTS.

Islands, Districts, Schools and Teachers	Date of Present Appointment	Pupils			Percentage of Attendance	Cost of Tuition per Capita
		M.	F.	Total		
Kekaha		29	26	55	91	\$ 19.64
Miss Calla J. Harrison.....	Sept. 1899	.....	.....	.....	.....	.....
Miss C. Finkler.....	Sept. 1898	.....	.....	.....	.....	.....
Waimea		103	82	185	93	23.57
J. F. Scott*.....	Sept. 1897	.....	.....	.....	.....	.....
A. D. Wishard.....	Sept. 1899	.....	.....	.....	.....	.....
Miss Kirsten B. Mahlum.....	Sept. 1898	.....	.....	.....	.....	.....
Mrs. Lucy Wright.....	Sept. 1894	.....	.....	.....	.....	.....
Miss Lina Hart.....	Sept. 1898	.....	.....	.....	.....	.....
Miss Edith Berrey.....	Jan. 1899	.....	.....	.....	.....	.....
Makaweli		42	37	79	97	15.19
Hugh M. Coke.....	Sept. 1898	.....	.....	.....	.....	.....
Mrs. H. M. Coke.....	Sept. 1898	.....	.....	.....	.....	.....
Hanapepe		88	70	158	94	10.88
H. H. Brodie.....	April 1897	.....	.....	.....	.....	.....
Otilia Hart.....	Nov. 1899	.....	.....	.....	.....	.....
Antoinnette Blackstad.....	Oct. 1899	.....	.....	.....	.....	.....
District of Koloa—						
Koloa		75	51	126	90	21.11
J. K. Burkett.....	Dec. 1876	.....	.....	.....	.....	.....
W. H. Neal.....	Nov. 1885	.....	.....	.....	.....	.....
Miss Henrietta Neal.....	Sept. 1898	.....	.....	.....	.....	.....
Miss Anna Kaaloa.....	Sept. 1899	.....	.....	.....	.....	.....
District of Lihue—						
Lihue.		99	76	175	94	19.54
John B. Alexander.....	Jan. 1891	.....	.....	.....	.....	.....
Miss Blanche Thatcher.....	Sept. 1899	.....	.....	.....	.....	.....
Miss Henrietta Christian.....	Sept. 1899	.....	.....	.....	.....	.....
Miss C. Mumford.....	Sept. 1899	.....	.....	.....	.....	.....
Miss Anna Thronas.....	Sept. 1897	.....	.....	.....	.....	.....
Hanamaulu		72	61	133	90	15.79
W. I. Wells.....	May 1893	.....	.....	.....	.....	.....
John B. Freitas.....	Sept. 1897	.....	.....	.....	.....	.....
Miss Anna Christian.....	Sept. 1898	.....	.....	.....	.....	.....
District of Kawaihau—						
Kapaa		124	85	209	85	12.25
Prince L. Tople.....	Sept. 1899	.....	.....	.....	.....	.....
Miss J. Maud Chase.....	Sept. 1899	.....	.....	.....	.....	.....
Miss Mary A. Parker.....	Sept. 1898	.....	.....	.....	.....	.....
Mrs. Carrie E. Tople.....	Sept. 1899	.....	.....	.....	.....	.....

* Leave of absence.

TABLE No. 14.—*Concluded.*

PUBLIC SCHOOLS BY ISLANDS AND DISTRICTS.

Islands, Districts, Schools and Teachers	Date of Present Appointment	Pupils			Percentage of Attendance	Cost of Tuition per Capita
		M.	F.	Total		
Anahola		19	20	39	95	\$ 12.30
S. W. Meheula.....	Sept. 1899	.....	.....	.....	.....	.....
District of Hanalei						
Koolau		19	12	31	85	15.48
Karen T. Nielsen.....	Sept. 1899	.....	.....	.....	.....	.....
Kilauea		82	54	136	79	15.00
John Bush	Dec. 1894	.....	.....	.....	.....	.....
Miss Sophia Beerman.....	Mar. 1899	.....	.....	.....	.....	.....
Miss Ada M. Bush.....	Jan. 1897	.....	.....	.....	.....	.....
Hanalei		36	33	69	90	19.71
J. C. Davis.....	Sept. 1892	.....	.....	.....	.....	.....
Miss Lena Deverill.....	Sept. 1899	.....	.....	.....	.....	.....
Haena		19	19	38	75	17.36
Zach. McKeague... ..	Jan. 1897	.....	.....	.....	.....	.....

TABLE No 15.

PRIVATE SCHOOLS BY ISLANDS AND DISTRICTS.

Islands, Districts and Schools.	Teachers.	Pupils.		
		M.	F.	Total
THE REPUBLIC.		2256	1798	4054
Hawaii.....		417	315	732
Maui and Lanai.....		190	238	428
Molokai.....		55	34	89
Oahu.....		1499	1135	2634
Kauai and Niihau.....		95	76	171
HAWAII.				
strict of Hilo—				
St. Mary's.....	Bro. Henry, Prin.....	199	....	199
	Bro. Matthias.....			
	Bro. Raymond.....			
	Bro. Charles.....			
St. Joseph's.....	Miss Carrie Dunn, Prin... Miss Julia Broderick.....	....	112	112
Chinese Kindergarten...	Mrs. L. T. Walsh.....	18	18	36
Free Kindergarten.....	Miss Dollie E. Sumner, Prin	36	29	65
	Miss Kala Ewaliko			
	Miss Helen Kaina.....			
Hilo Boarding.....	L. C. Lyman, Prin..... Miss Ellen G. Lyman..... W. H. Beers..... Kathryn Wolfenden..... C. J. Ellis..... D. P. Keahi.....	52	....	52
District of Kau—				
Sacred Heart.....	Rev. C. N. Ruault..... W. P. Hart.....	11	11	22
District of N. Kohala—				
St. Ann's.....	Father Oliver..... John A. Pereida..... Miss N. Hall.....	42	45	87
Kohala Girls' Seminary...	Miss Mary L. Gardner..... Miss Isabel Renwick..... Mrs. B. H. Deemer..... Miss Ella Quinn..... Miss Annie Patseu.....	....	48	48
Makapala Chinese.....	Miss Gertrude Whiteman. Kong Hyuk Tung..... Miss En Oi Leong.....	40	30	70

TABLE No. 15.—*Continued.*

PRIVATE SCHOOLS BY ISLANDS AND DISTRICTS.

Islands, Districts and Schools.	Teachers.	Pupils.		
		M.	F.	Total
St. Paul Chinese.....	Miss Hilda Van Deerlin.. Miss Evelyn Van Deerlin.. Rev. Woo Yee Bew.....	19	22	48
MAUI.				
District of Lahaina— Lahaina Catholic.....	Father Andrew..... Miss Maggie Doherty..... Miss Matilda Pimenta.....	33	37	70
District of Wailuku— St. Anthony (Girls').....	Sister M. Antonia..... Sister M. Flaviana..... Sister M. Bonaventura....	....	109	109
*St. Anthony (Boys')...	Bro. Frank..... Bro. Raymond..... Bro. Theodore.....	134	....	134
Chinese Mission.....	Miss Charlotte L. Turner.	17	8	25
District of Makawao— *Maunaolu Seminary ...	Miss Mary E. Alexander.. Mrs. M. B. Watson..... Miss Eleanor A. Simpson.. Miss Rose Ward..... Mrs. Kate D. Watson..... Miss Olive E. Steele..... Miss Hattie Lee Pat.....	70	70	
*Kula Japanese.....	Tamaki Gomi.....	6	14	20
MOLOKAI.				
Baldwin Home.....	Joseph Dutton..... James Moses..... B. Palikapa.....	55	...	55
Bishop Home.....	Miss Maria Whattee.....	...	34	34
OAHU.				
District of Honolulu— Oahu College.....	Frank Alvan Hosmer, A. M., Pres..... Arthur Burdette Ingalls, A. M.....	64	56	120

* Report of 1898.

TABLE No. 15.—*Continued.*

PRIVATE SCHOOLS BY ISLANDS AND DISTRICTS.

Islands, Districts and Schools.	Teachers.	Pupils.		
		M.	F.	Total
Oahu College	William Williamson, A.B. Charles Reed Hemenway, A.B..... Miss Florence Kelsey, A.B. Albert Newton Campbell . Miss Louise Grau..... Mrs. Cordelia Clymer Yarndley..... Frank Barwick..... Miss Carrie St. J. Hoffman Miss Elizabeth Crozier.... Miss Mary Cornwell Wid- dield.....			
Punahou Preparatory...	Samuel P. French, Prin.. Miss Clara Ziegler..... Mrs. Lillian B. Turner.... Miss Mary P. Winne..... Miss Agnes B. Alexander (Miss C. Hall, Sub.).... Miss Ada B. Whitney.... Henry M. Lull, Vice-Prin.	138	100	238
Kamehameha Manual...	U. Tompson, Prin..... T. J. Penfield..... C. A. MacDonald..... Ira Eskew..... F. F. Sedgwick..... W. W. Bristol..... I. H. Beadle..... Silas P. Perry..... D. Kanuha..... Joseph Bicknell..... Miss Zimmerman..... Mrs. Thompson.....	150	....	150
Kamehameha Prep'tory	Miss Alma Krusen (Acting Principal)	62	....	62
	Miss Maude Post..... Miss Jeanne T. Bates.... Miss Eugenia Thomas.... Miss Mary L. O. Gorten... Miss Elizabeth Kahanu... Miss Rosina Shaw.....			
Kamehameha Girls'.....	Miss Ida M. Pope, Prin... Miss Cora B. Albright.....	....	75	75

TABLE No. 15.—*Continued.*

PRIVATE SCHOOLS BY ISLANDS AND DISTRICTS.

Islands, Districts and Schools.	Teachers.	Pupils,		
		M.	F.	Total
Kamehameha Girls' ...	Miss Flora N. Albright.... Miss Lemmon..... Miss Forsythe..... Miss McCracken..... Miss Van Norstrand..... Miss Byington..... Miss Hitchcock.....			
St. Louis College.....	Bro. Bertram, Prin..... Bro. Thomas..... Bro. Albert..... Bro. George..... Bro. Anthony..... Bro. Robert..... Bro. Lawrence..... Bro. Charles..... Bro. Felix..... Bro. Alfred..... Bro. Eugene..... Bro. Francis..... Rev. Francis.....	326		326
St. Francis.....	Bro. Bertram, Prin..... Bro. Mark..... Bro. Richard..... Bro. Clarence..... Bro. William..... Bro. Alfred..... Bro. Eugene..... Bro. Edward.....	252		252
Iolani.....	Rt. Rev. Bishop Willis, Prin..... Frank S. Fritz..... Miss A. M. Prescott.....	89		89
St. Peter's.....	Rt. Rev. Bishop Willis, Prin..... Rev. Kong Yin Tet..... Mrs. L. Aseu.....	31	20	51
Kawaiahao Seminary....	Miss Christina W. Pauld- ing, Prin..... Miss Martha A. Myrick... Miss Belle Johnson..... Miss Marie H. Per.ey..... Miss Ella Pugsley.....		101	101

TABLE No. 15.—*Continued.*

PRIVATE SCHOOLS BY ISLANDS AND DISTRICTS.

Islands, Districts and Schools.	Teachers.	Pupils.		
		M.	F.	Total
Kawaiahao Seminary ..	Miss Florence Asberry.... Miss Jane E. Johnson.... Miss Florence Pugsley....			
Sisters of the Sacred Hearts	Mother Judith..... Sister Theresa..... Sister Mary Lawrence.... Sister Margaret..... Sister Carlota..... Sister Constantine..... Sister Carmena..... Sister Odilia..... Sister Isidorie..... Sister Paola..... Sister Anne Joseph..... Sister Leonora.....	....	348	348
St. Andrew's Priory....	Sister Beatrice, Prin. Sister Albertina..... Miss A. Davis..... Miss Kalei Nawahi..... Miss A. Wall..... Miss B. Young..... Miss Daly.....	....	110	110
Kapiolani Home.....	Sister M. Albina		19	19
Echo Hill.....	Mrs. R. W. Andrews.....	4	1	5
Japanese Free Kinder- garten.....	Miss Fuji Koka..... Miss Yei So..... Miss Ruby Hudson.....	27	29	56
Miss Carter's.....	Miss Charlotte A. Carter.. Miss Sarah M. Carter....	12	18	30
Hawaiian Kindergarten.	Miss C. E. Bray..... Miss Charlotte Taylor.... Miss A. Wong Kong	13	21	34
N. Pacific Miss. Institute	Rev. J. Leawingham..... Rev. H. H. Parker..... Rev. O. H. Gulick.....	10	....	10
Portuguese Kindergarten	Mrs. Isabel F. Tarbell.... Miss Virginia Melim.....	26	35	61

TABLE No. 15.—*Concluded.*

PRIVATE SCHOOLS BY ISLANDS AND DISTRICTS.

Islands, Districts and Schools.	Teachers.	Pupils.		
		M.	F.	Total
Portuguese Kindergarten	Miss Alice Kong..... Miss Kio Mitamura.....			
Hotel St. Miss. Kindergarten.....	Miss Mary E. Stetson.....	18	7	25
Mills Institute.....	F. W. Damon, Prin..... Rev. J. E. Russell..... Rev. E. B. Turner..... H. G. Sturdevant..... Wong Shiu King.....	*72	....	72
Palama Kindergarten...	Miss Mary R. Sprague..... Miss Anna Forbes..... Miss Helen Kolola..... Miss Mabel Barlow.....	45	31	76
Chinese Kindergarten...	Miss Cora F. Panabaker. Miss Mabel Gilbert..... Miss Mary Seong..... Miss En Fung Miss Eva Sunter.....	27	18	45
Portuguese Mission.....	Mrs. Laura Pires Marques A. H. R. Vierra.....	43	51	94
South St. Kindergarten..	Miss Jessie Niell..... Miss Hattie Ayau..... Miss Sarah Brown..... Miss Alice Kekipi.....	20	32	52
District of Koolauloa— **Laie.....	M. M. Bush..... Mrs. Jennie Musser.....	42	35	77
District of Koolaupoko— St. Ann's.....	Louis John McCabe.....	28	28	56
KAUAI.				
District of Waimea— Waimea Private.....	Mrs. W. Coyney.....	5	6	11
District of Koloa— St. Raphael.....	Father Emmerman..... Lisb. Noenoe.....	37	27	64
District of Lihue— Lihue German.....	Rev. Hans Isenberg..... Carl Maser.....	53	43	96

* 46 others counted in other schools. ** Report of 1898.

TABLE No. 16.

SCHOOL AGENTS BY ISLANDS AND DISTRICTS.

Islands and Districts	Name of School Agent.	Nationality.	Date of Appointment.
HAWAII.			
Hilo.....	L. Severance.....	American.....	Feb. 16, 1875.
Puna.....	Capt. J. E. Elderts.	German.....	Jan. 10, 1888.
Kau.....	G. G. Kinney.....	American.....	Jan. 1, 1900.
S. Kona.....	Miss Ella Paris ...	American.....	May, 1897.
N. Kona.....	M. F. Scott.....	American.....	Oct., 1896
S. Kohala.....	Miss E. W. Lyons..	American.....	Jan. 5, 1888.
N. Kohala	B. D. Bond, M. D..	American.....	Aug. 18, 1887.
Hamakua.....	Andrew Lindsay ...	British.....	Sept. 1896.
MAUI.			
Lahaina.....	Henry Dickenson ..	British.....	Mar., 1894
Wailuku.....	L. W. Zumwalt.....	American.....	Feb. 1898.
Makawao.....	Mrs. A. E. Dickey..	American.....	Jan. 1895.
Hana.....	F. Wittrock	Dane.....	Jan. 1891.
MOLOKAI.			
Molokai.....	D. McCorriston....	British.....	July 1, 1897.
OAHU.			
Honolulu.....	Miss Rose Davison.	Part Hawaiian..	July, 1898.
Ewa.....	Geo. F. Renton	British.....	Dec. 1898.
Waianae.....	Richard Gilliland ..	Part Hawaiian..	Feb. 1899.
Waialua.....	Miss Rose Davison.	Part Hawaiian..	Sept. 1899.
Koolauloa.....	Henry Cobb Adams	British.....	Aug. 1898.
Koolaupoko....	Henry Cobb Adams	British.....	Aug. 1898.
KAUAI.			
Waimea.....	Rev. W. M. Massie.	British.....	Sept. 1899.
Koloa.....	J. K. Burkett.....	American.....	Jan. 1888.
Lihue.....	J. K. Burkett.....	American.....	Jan. 1888.
Kawaihau.....	Geo. H. Fairchild..	American.....	May, 1892.
Hanalei.....	W. E. H. Deverill...	British.....	Aug. 1894.

TABLE No. 17.

ALPHABETICAL LIST OF TEACHERS IN THE EMPLOY OF THE DEPARTMENT OF PUBLIC INSTRUCTION,
DECEMBER 31, 1899.

Name of Teacher.	Nationality.	District.	School.	Commence- ment of Service.	Date of Pre- sent Ap- pointment.	Certificate.	Salary
A							
Achuck, Miss Mary....	Part Haw'n....	Honolulu....	Kalihiuka....	Sept., 1899.	Sept., 1899..	Normal Cert.	\$ 480
Adams, Henry Cobb....	British.....	Koolau-poko..	Kaneohe.....	Oct., 1886..	Jan., 1891..	Second Class	800
Adams, Miss Nina.....	Part Haw'n....	Honolulu....	Kailani.....	Sept., 1899.	Sept., 1899..	.....	300
Ahana, Miss Alice.....	Part Haw'n....	Hamakua....	Waipio.....	Sept., 1899.	Sept., 1899..	.....	300
Aheong, Miss Louisa..	Part Haw'n....	Honolulu....	Pauoa.....	Sept., 1891..	Sept., 1892..	Second Class (Expr)....	540
Ai, Miss Emma.....	Part Haw'n....	Honolulu....	Emma St.....	Apr., 1899..	Apr., 1899..	Normal Cert.	480
Aiu, Thomas.....	Part Haw'n....	N. Kona.....	Kailua.....	Dec., 1884..	Jan., 1887..	First Class..	780
Akamu, Miss Annie....	Hawaiian....	Hilo.....	Haahoe.....	Sept., 1899.	Sept., 1899..	Normal Cert.	480
Akina, Miss Aoe.....	Part Haw'n....	N. Kohala....	Pololu.....	Dec., 1898.	Dec., 1898..	None.....	300
Alexander, J. B.....	British.....	Lihue.....	Lihue.....	Oct., 1883..	Jan., 1891..	Life.....	1,500
Allen, Miss Blanche....	American....	Wailuku.....	Speckelsville.	Jan., 1899.	May, 1899..	College Dip..	600
Allen, Miss Georgia....	American....	N. Kona.....	Holualoa....	Sept., 1898.	Sept., 1898..	American....	540
Amalu, Mrs. E. K.....	Hawaiian....	S. Kona.....	Hookena....	May, 1880..	May, 1880..	None.....	360
Amalu, T. K. R.....	Hawaiian....	S. Kona.....	Hookena....	Apr., 1880..	Apr., 1880..	Second Class	750
Andrews, Christian....	American....	Koolauloa....	Hauula.....	Sept., 1886.	Sept., 1896.	Life Cert....	1,000
Angus, Miss Myra.....	American....	Honolulu....	Kauluwela....	Jan., 1896.	Jan., 18'6..	Second Class	480
Arnold, Miss Ruth.....	American....	Honolulu....	Kalihiwaena.	Sept., 1899.	Sept., 1899..	American....	480
Atkins, Miss Eliza....	British.....	Kohala.....	Ainakea.....	Sept., 1891.	Sept., 1891..	Second Class	480
Atkinson, Miss Zoe....	British.....	Honolulu....	Pohukaina....	Jan., 1888.	Sept., 1899.	Life Cert....	1,000
Atwater, F. E.....	American....	Makawao....	Haiuku.....	Sept., 1883.	Feb., 1898..	Third Class..	720
Austin, Mrs. Ella L....	American....	Wailuku.....	Waikapu.....	May, 1888.	Dec., 1897..	First Class..	750

B.

Baldwin, C. W.	American....	Makawao ...	Kaupakulua....	Sept., 1892	Sept., 1895	First Class ...	1,000
Baldwin, D. D.	American....	Makawao ...	Hamakuapoko.	Sept., 1858	Jan., 1891	Life Diploma	1,500
Barbour, Mrs. Mara G.	American....	Hilo	Kaliwika	Jan., 1899	Jan., 1899	American	720
Beckley, Miss Violet .	Part Haw'n.	Honolulu....	Manoa.....	Sept., 1899	Sept., 1899	None	180
Beerman, Miss Sophia.	German....	Hanalei....	Kilauea.....	Sept., 1896	Mar., 1899	Second Class ..	420
Bell, J. N.	American....	Kohala.....	Ainakea.....	Feb., 1894	Feb., 1894	American	1,200
Bell, Mrs. J. N.	American....	Kohala.....	Ainakea.....	Sept., 1896	Sept., 1896	American	600
Berrey, Miss Edith	American....	Waimea....	Waimea.....	Jan., 1898	Jan., 1898	American	480
Bicknell, Miss Ellen H.	American....	Honolulu....	Nor'l & Train.	Sept., 1899	Sept., 1899	Normal Dip.	900
Bindt, Miss Bertha F. .	American....	Ewa	Waipahu	Jan., 1897	Oct., 1899	Normal Dip.	480
Blackstad, Miss A.	Norwegian.	Waimea....	Hanapepe	Oct., 1899	Oct., 1899	None	360
Brickwood, Miss L.	Part Haw'n.	Honolulu....	Royal	Nov., 1863	Nov., 1863	Life Diploma	1,000
Brightwell, Benjamin	British....	Hamakua....	Waipio	Sept., 1894	Sept., 1899	First Class ...	840
Brodie, Hugh H.	American....	Waimea....	Hanapepe	Apr., 1897	Apr., 1897	Life Diploma	1,000
Brown, Mrs. Alice	Part Haw'n.	Honolulu....	Royal	Sept., 1877	Sept., 1877	Second Class ..	600
Brown, Mrs. J. H.	Part Haw'n.	Honolulu....	Royal	Jan., 1873	Jan., 1873	Life Diploma	720
Bruce, Miss Augusta ..	American....	Molokai....	Kauaaha.....	Sept., 1896	Sept., 1896	American	720
Burket, J. K.	American....	Koloa	Koloa	Dec., 1876	Dec., 1876	Life Diploma	1,500
Burton, Miss Maggie R.	British....	S. Kohala ..	Waimea	Sept., 1899	Sept., 1899	Normal Dip.	600
Bush, Miss Ada	British....	Hanalei....	Kilauea	Jan., 1897	Jan., 1897	First Class ...	420
Bush, John	British....	Hanalei....	Kilauea	Dec., 1894	Dec., 1894	Life Diploma	1,200

C

Cameron, Miss Lulu....	American....	Honolulu....	Pohukaina....	Sept., 1897	Sept., 1898	First Class....	420
Capellas, Eugene.....	Portuguese..	Makawao....	Kealahou....	Sept., 1897	Sept., 1897	First Class....	420
Carleton, E. H.	American....	Lahaina....	Lahainaluna..	Sept., 1899	Sept., 1899	.....	900
Carmo, Miss Marian de.	Portuguese..	Kau	Pahala.....	Jan., 1889	Sept., 1894	First Class....	660
Cartier, Miss Florence.	American....	Honolulu....	Maemae.....	Sept., 1897	Sept., 1897	Normal Dip....	540
Cartwright, Miss E....	American....	Honolulu....	High.....	Sept., 1897	Sept., 1897	Normal.....	900
Carvalho, V. A.	Portuguese..	Hilo	Honomu....	Apr., 1893	Nov., 1895	Second Class ..	600
Carvalho, Mrs. V. A....	Portuguese..	Hilo	Honomu....	Mar., 1898	Mar., 1898	None.....	300
Chase, Miss J. Maude..	American....	Kawaihau....	Kapaa.....	Sept., 1899	Sept., 1899	Cal. County....	480

TABLE No. 17.—Continued.

ALPHABETICAL LIST OF TEACHERS IN THE EMPLOY OF THE DEPARTMENT OF PUBLIC INSTRUCTION,
DECEMBER 31, 1899.

Name of Teacher.	Nationality.	District.	School.	Commence- ment of Service.	Date of Pre- sent Ap- pointment.	Certificate.	Salary
C							
Christian, Miss Anna...	Part Haw'n.	Lihue.....	Hanamaulu....	Sept., 1895.	Sept., 1899.	Normal Cert...	\$ 480
Christian, Miss Henrietta	Part Haw'n.	Lihue.....	Lihue.....	Sept., 1899.	Sept., 1899.	Normal Cert...	480
Clark, Miss Adeline O.	American...	Waialua....	Wahiawa.....	Sept., 1899.	Sept., 1899.	Throop P. Ins	480
Cleveland, Miss Ada C.	American...	Honolulu...	Nor'l & Train.	Sept., 1899.	Sept., 1899.	Normal Dip...	900
Coan, Miss Harriet F.	American...	Hilo.....	Hilo Union...	Jan., 1889.	Jan., 1897.	Life Cert.....	720
Cockett, Patrick.....	Part Haw'n.	N. Kona....	Kalaooa.....	Sept., 1898.	Sept., 1898.	Second Class..	420
Cody, Mrs. Lillian.....	American...	Honolulu...	Kaulani.....	Sept., 1899.	Sept., 1899.	.....	240
Coke, Hugh M.....	American...	Waimea....	Makaweli....	Apr., 1897.	Sept., 1898.	First Class....	720
Coke, Mrs. H. M.....	American...	Waimea....	Makaweli....	Sept., 1898.	Sept., 1898.	None.....	480
Cook, Miss Bernice.....	Part Haw'n.	Ewa.....	Waialua.....	Sept., 1897.	Sept., 1897.	First Class....	480
Cook, Miss Ellen.....	Part Haw'n.	Honolulu...	Waikiki.....	Sept., 1891.	Sept., 1891.	Second Class..	480
Copeland, C. E.....	American...	Honolulu...	Reformatory..	Jan., 1898.	Jan., 1898.	American.....	900
Coursen, Miss M. J.....	American...	Honolulu...	Kaakopua....	Sept., 1887.	Sept., 1895.	Normal.....	1,200
Creighton, Mrs. Isabel.	British.....	Honolulu...	Kaulani.....	Sept., 1887.	Jan., 1898.	First Class....	900
Crook, Miss Angela M.	American...	Kau.....	Pahala.....	Apr. 1882...	Sept., 1894.	Life Cert.....	1,200
Crook, L. R.....	American...	Wailuku....	Ulupalakua...	May, 1895...	Sept., 1897.	First Class....	720
Crook, Miss Rose Ellen	American...	Makawao...	Paia.....	Sept., 1887.	Sept., 1887.	First Class....	720
Crook, W. C.....	British.....	Makawao...	Pala.....	Jan., 1881...	Jan., 1881.	Life Dip.....	1,200
D							
Davis, Mrs. Harriet M.	American....	Honolulu....	Night.....	Sept., 1897.	Sept., 1899.	Am. Normal...	\$ 480
Davis, J. C.....	American....	Hanalei.....	Hanalei.....	Sept., 1892.	Sept., 1892.	Life Cert.....	1,000

Davison, Margaret	Part Haw'n.	Honolulu....	Manoa.....	Sept., 1890.	Sept., 1898.	First Class....	600
Deacon, Mrs. Eldora...	American....	Hilo.....	Papalkou....	April, 1898.	Sept., 1898.	American.....	600
Derby, Mrs. A. J.....	American....	Honolulu....	High.....	Jan., 1898.	Jan., 1898.	First Class....	780
Daverill, Miss Lena	Part Haw'n.	Hanalei.....	Hanalei.....	Sept., 1899.	Sept., 1899.	None.....	360
Deyo, Miss Josephine	American....	Hilo.....	Hilo Union....	Sept., 1898.	Sept., 1892.	Life Diploma...	1,200
Deyo, Miss Louise.....	American....	Hilo.....	Hilo Union....	Sept., 1899.	Sept., 1899.	(Sawego Normal	480
Dickenson, Henry	British.....	Lahaina.....	Lahaina.....	Mar., 1875.	Jan., 1880.	Life Diploma...	1,500
Dietz, Miss Daisy	American....	Honolulu....	Kaakopua....	Sept., 1899.	Sept., 1899.	Cal. Normal....	600
Dietz, Miss Edith L.....	American....	Honolulu....	Night.....	Sept., 1898.	Sept., 1898.	'al. County....	480
Dillon, Miss Percy K.....	American....	Hilo.....	Pepeekeo....	Feb., 1896.	April, 1898.	First Class....	600

E

Eaton, Miss Franc.....	American....	Hilo.....	Hilo Select....	Sept., 1896.	Sept., 1896.	Normal Cert....	600
Egan, Miss May E.....	American....	Honolulu....	Normal.....	Sept., 1898.	Sept., 1898.	Normal Dip....	900
Elderts, George.....	Part Haw'n.	Puna.....	Puula.....	Jan., 1893.	Jan., 1893.	None.....	300
Elston, Charles A.....	American....	Honolulu....	High.....	Sept., 1898.	Sept., 1898.	U. Calif.....	1,200
Emerson, Mrs. N. B.....	American....	Honolulu....	Night.....	Jan., 1896.	Jan., 1896.	.....	480
Estep, Evan W.....	American....	Hamakua....	Honokaa.....	Oct., 1888.	Sept., 1892.	First Class....	1,200
Estep, Mrs. E. W.....	American....	Hamakua....	Ahu'loa.....	Sept., 1892.	Jan., 1898.	First Class (Am)	1,000

F

Farmer, Miss Addle.....	American....	Ewa.....	Ewa.....	April, 1899.	April, 1899.	American.....	780
Farmer, Edwin.....	American....	Ewa.....	Ewa.....	April, 1893.	April, 1897.	1st Gram. Grad	480
Felker, Miss Allie M.....	American....	Honolulu....	Kaulani.....	Sept., 1899.	Sept., 1899.	Normal Dip....	900
Ferreira, Miss Mary.....	American....	Honolulu....	Makiki.....	Jan., 1895.	April, 1897.	American.....	660
Ferreira, Miss Romana	Portuguese...	Honolulu....	Kaulani.....	Sept., 1899.	Sept., 1899.	Normal Cert....	480
Finkler, Miss Christina.....	Mexican.....	Waimea.....	Kekaha.....	Sept., 1896.	Sept., 1898.	None.....	480
Fleming, David F.....	British.....	Makawao....	Makawao....	Nov., 1899.	Nov., 1899.	First Class....	480
Fleming, Miss Mary E.....	British.....	Makawao....	Makawao....	Nov., 1898.	Nov., 1898.	First Class....	480
Freitas, John B.....	Portuguese...	Lihue.....	Hanamaulu...	Sept., 1896.	Sept., 1896.	Second Class..	420
Freitas, Michael J.....	Portuguese...	Hilo.....	Papalkoi.....	Sept., 1896.	Sept., 1896.	Third Class....	440
Fraser, Mrs. Nina L. D.....	American....	Honolulu....	Kaulani.....	Sept., 1893.	Jan., 1894.	Life Dipolma...	900

TABLE No. 17.—Continued.

ALPHABETICAL LIST OF TEACHERS IN THE EMPLOY OF THE DEPARTMENT OF PUBLIC INSTRUCTION,
DECEMBER 31, 1899.

Name of Teacher.	Nationality.	District.	School.	Commence- ment of Service.	Date of Pre- sent Ap- pointment.	Certificate.	Salary
G							
Gardner, Miss Helen...	American...	Kohala...	Kohala Select.	Sept., 1899...	Sept., 1899...	None.....	\$ 600
Gertz, Miss Ada.....	American...	Honolulu...	Kaumakapili...	Sept., 1899...	Sept., 1899...	Normal Cert..	480
Gibson, L. C.....	American...	Hana.....	Haou.....	Sept., 1898...	Sept., 1899...	American.....	900
Giles, Miss May.....	Briush.....	Honolulu...	Kaulani.....	Jan., 1895...	April, 1899...	First Class....	540
Grace, Miss Elizabeth..	American...	Honolulu...	Kalhiwaena...	Sept., 1896...	Sept., 1899...	Second Class..	444
Green, Miss Carrie.....	American...	Honolulu...	Kaulani.....	Jan., 1891...	Jan., 1891...	First Class....	600
Greene, Miss Rhoda....	American...	Honolulu...	Beretania St..	April, 1895...	Sept., 1898...	First Class....	900
Gunn, Mrs. Sarah E....	American...	Honolulu...	Beretania St..	Sept., 1896...	Sept., 1896...	Normal Cert..	540
Gunn, Mrs. Mary.....	Part Haw'n..	Honolulu...	Kawaiahao...	May, 1895...	Sept., 1898...	First Class....	720
Gurney, Miss Clara....	American...	Honolulu...	Kakaako.....	Nov., 1894...	Nov., 1895...	First Class....	600
Gurney, Miss Lizzie....	American...	Honolulu...	Beretania St..	Sept., 1895...	Sept., 1895...	Second Class..	540
H							
Haae, Thomas N.....	Hawaiian...	S. Kona.....	Alae.....	Sept., 1891...	April, 1893...	First Class....	720
Hadley, Miss Anne Z...	American...	Lahaina.....	Lahaina.....	Mar., 1894...	Sept., 1898...	Second Class..	600
Hapai, Miss Lilinoe...	Part Haw'n..	Hilo.....	Hilo Union...	Sept., 1895...	April, 1899...	Second Class..	540
Hapai, Miss Louisa....	Part Haw'n..	Hilo.....	Waiakea.....	April, 1897...	April, 1897...	Third Class (Exp.)	400
Hardy, Frederic W....	American...	Makawao...	Makawao...	Oct., 1883...	Sept., 1888...	L.-e Diploma..	1,200
Harne, Emil de.....	Belgian.....	Kohala.....	Honomakau...	Sept., 1891...	Sept., 1894...	Life Cert.....	600
Harris, T. P.....	American...	Honolulu...	Royal.....	Sept., 1890...	Sept., 1896...	First Class....	1,000
Harrison, Miss Calla J..	American...	Waimea.....	Kekaha.....	Jan., 1897...	Sept., 1899...	College Diplom	600

Hart, Miss Lina.....	Part Haw'n.....	Waimea.....	Waimea.....	Jan., 1897..	Sept., 1898..	Third Class (Exp.)	360
Hart, Miss Otilia.....	Part Haw'n.....	Waimea.....	Waimea.....	April, 1899.	Nov. 1899..	None.....	360
Hart, Miss Zula R.....	American.....	Hilo.....	Hilo Select.....	Sept., 1898..	Sept., 1898..	American.....	600
Hayseiden, Mrs. T. J.....	British.....	Lahaina.....	Lahaina.....	May, 1886..	May, 1886..	First Class.....	780
Heapy, Miss S. D.....	American.....	Wailuku.....	Wailuku.....	Sept., 1894..	Sept., 1898..	Cal. Normal....	720
Henneghan, Miss Cora.....	American.....	Honolulu.....	Maemae.....	Sept., 1895..	Sept., 1896..	American.....	1,000
Henry, Miss Teuira.....	British.....	Honolulu.....	Royal.....	Nov., 1890..	Nov., 1890..	French & Eng.	600
Higgins, J. E.....	British.....	Honolulu.....	Normal.....	Sept., 1898..	Sept., 1898..	Cornell.....	1,200
Hill, Mrs. C. W.....	American.....	Puna.....	Upper Oiaa.....	Jan., 1898..	Jan., 1898..	American.....	480
Hilts, W. H.....	British.....	Honolulu.....	Drawing Teach.....	Jan., 1898..	Jan., 1898..	Normal Dip....	1,200
Hoolapa, Miss Ida.....	Hawaiian.....	Kohala.....	Ainakea.....	Sept., 1899..	Sept., 1899..	.....	96
Hoonani, Matt.....	Hawaiian.....	Hana.....	Kipahulu.....	Sept., 1894..	Sept., 1896..	Second Class...	680
Hoonani, Mrs. N.....	Hawaiian.....	Hana.....	Kipahulu.....	Sept., 1899..	Sept., 1899..	None.....	480
Hoopii, Nicholas.....	Hawaiian.....	Hilo.....	Pohakupuka.....	Sept., 1897..	Sept., 1899..	Third Class (Exp.)	300
Hopkins, Mrs. J. B.....	American.....	Honolulu.....	Night.....	Jan., 1898..	Jan., 1898..	.....	480
Hore, Edward.....	British.....	Waialua.....	Waialua.....	April, 1881..	Sept., 1889..	Life.....	1,200
Horner, Miss Blanche.....	American.....	Honolulu.....	Waikiki.....	Dec., 1891..	Sept., 1898..	Normal Dip....	660
Horner, Eugene.....	American.....	Hamakua.....	Kaapahu.....	Jan., 1899..	Jan., 1899..	Second Class...	480
Horner, Miss Ida.....	American.....	Honolulu.....	Night.....	Sept., 1897..	Sept., 1898..	Normal Cert....	480
Horner, Miss Kate.....	American.....	Hamakua.....	Kukuihaele.....	Jan., 1895..	Jan., 1895..	First Class.....	540
Horner, Miss Olive.....	American.....	Hamakua.....	Pauilo.....	April, 1896..	April, 1896..	Second Class...	444
*Howland, Miss Carrie.....	Part Haw'n.....	Honolulu.....	Kailuani.....	Sept., 1897..	Sept., 1897..	First Class.....	.....
Hunt, Miss Julia.....	Part Haw'n.....	Honolulu.....	Wailupe.....	Mar., 1892..	Mar., 1892..	Third Class...	420
Hussey, Mrs. Tamar.....	Hawaiian.....	Kohala.....	Makapala.....	Feb., 1888..	Sept., 1894..	None.....	400
I							
Irwin, Miss Mary.....	British.....	Hilo.....	Laupahoehoe.....	May, 1899..	May, 1899..	Third Class, NS	480
Isaac, William.....	Hawaiian.....	Koolaupoko.....	Kailua.....	Jan., 1896..	Sept., 1899..	First Class....	480
J							
Jones, Miss Piilani.....	Part Haw'n.....	Kohala.....	Honomakau.....	Sept., 1898..	Sept., 1899..	Normal Dip....	480
Jordan, Miss Maud.....	British.....	Honolulu.....	Maemae.....	Sept., 1898..	Sept., 1899..	Normal Dip....	480
Jordan, Miss Victoria.....	British.....	Waianae.....	Waianae.....	Sept., 1898..	Sept., 1898..	Normal Dip....	720
Judkins, William.....	American.....	Hamakua.....	Pauilo.....	Sept., 1899..	Sept., 1899..	Cal. Ornithia....	480

* Leave of absence.

TABLE No. 17.—Continued.
ALPHABETICAL LIST OF TEACHERS IN THE EMPLOY OF THE DEPARTMENT OF PUBLIC INSTRUCTION,
DECEMBER 31, 1899.

Name of Teacher.	Nationality.	District.	School.	Commence- ment of Service.	Date of Pre- sent Ap- pointment.	Certificate.	Salary
K							
Kaai, Mrs. Katy M.	Hawaiian	S. Kona	Hookena	Jan., 1893.	Sept., 1898.	None.	\$ 360
Kaaloa, Miss Anna	Hawaiian	Koloa	Koloa	Sept., 1898.	Sept., 1898.	None.	360
Kahalepuna, Baker	Hawaiian	S. Kona	Honaunau	Sept., 1898.	Sept., 1898.		480
Kaiki, Alfred	Hawaiian	Waialua	Waialua	Sept., 1891.	Sept., 1891.	None.	300
Kaiwiae, B. H.	Hawaiian	Hana	Hana	Sept., 1881.	Jan., 1888.	Life Cert.	1,200
Kaiwiae, Mrs. Rachael	Hawaiian	Hana	Hana	Sept., 1889.	Sept., 1889.	Third Class (Exp.)	360
Kalukakini, William	Hawaiian	Lahaina	Lahaina	Sept., 1896.	Sept., 1896.	Third Class	420
Kanikau, George	Hawaiian	S. Kona	Honaunau	Mar., 1893.	Jan., 1896.	First Class	600
Kanoho, Miss Minnie	Hawaiian	N. Kona	Kailua	Sept., 1899.	Sept., 1899.	Norm'l Cert.	480
Kaomea, J. B.	Hawaiian	Waimea	Nilhau	Jan., 1879.	Jan., 1879.	None.	240
Kapewa, D. P.	Hawaiian	Hana	Keanae	Sept., 1897.	Sept., 1897.	Third Class (Exp.)	420
Kapohakimohewa, David	Hawaiian	Makawao	Keokea	Sept., 1895.	Apr., 1896.	First Class	660
Kapohakimohewa, Mrs. Julia	Hawaiian	Makawao	Keokea	Sept., 1899.	Sept., 1899.	None.	300
Kauahaihao, Geo. J.	Hawaiian	S. Kona	Alae	Sept., 1897.	Sept., 1897.	Third Class (Exp.)	360
Kauhimahu, Moses	Hawaiian	Wailuku	Kahului	Oct., 1890.	Feb., 1898.	Second Class	480
Kaukau, Miss Lucy	Part Haw'n.	Hana	Hana	Sept., 1899.	Sept., 1899.	Normal Dip.	480
Keawekeane, Mrs. Augusta	Hawaiian	Waianae	Makua	Sept., 1895.	Sept., 1895.	None.	300
Kekela, Mrs. Susan	Hawaiian	Waianae	Waianae	Feb., 1887.	Sept., 1898.	Third Class (Exp.)	540
Kelikahuna, Charles	Hawaiian	Molokai	Pelekunu	Jan., 1898.	Jan., 1898.	None.	300
Kellinot, Miss Elizabeth	Hawaiian	Lahaina	Kahakuloa	Sept., 1899.	Sept., 1899.	Third Class	360

Kellinol, Samuel.....	Hawaiian.....	Wailuku.....	Waihee.....	Mar., 1895..	Sept., 1896..	First Grammar Grade.....	\$1,200
Kelley, Miss Harriet....	American.....	Kohala.....	Honomakau....	Sept., 1899..	Sept., 1899..	Kindergarten.	480
Kelley, Miss Isabel....	American.....	Honolulu.....	High.....	Sept., 1891..	Oct., 1899..	California....	780
Kelsey, Mrs. Helen W..	American.....	Hilo.....	Hilo Union....	Feb., 1895..	Sept., 1898..	First Class...	600
King, Miss Juliet.....	American.....	Honolulu.....	Pohukaina....	Sept., 1896..	Sept., 1896..	Normal Cert..	540
Kirney, Mrs. S. S.....	Dane.....	Honolulu.....	High.....	Sept., 1898..	Sept., 1898..	.....	900
Kirkland, Miss Jessie M.	American.....	Wailuku.....	Spreckelsville.	Nov., 1899..	Nov., 1899..	None.....	300
Kirkland, Miss Susie..	American.....	Wailuku.....	Waihee.....	Sept., 1899..	Sept., 1899..	None.....	300
Komomua, Henry.....	Hawaiian.....	N. Kona.....	Makalawena..	Sept., 1895..	Feb., 1896..	None.....	300
Kuhns, D. B.....	American.....	Hilo.....	Kaiwiki.....	Mar., 1899..	Mar., 1899..	Third Class...	300
Kupau, Lowell.....	Hawaiian.....	Koolauloa...	Hauula.....	Sept., 1898..	Sept., 1899..	None.....	360
L							
Laau, J. E.....	Hawaiian.....	S. Kohala....	Puako.....	April, 1895..	Apr., 1895..	None.....	240
Ladd, Miss Mabel.....	Part Haw'n..	Honolulu.....	Royal.....	Sept., 1888..	Sept., 1888..	Second Class..	600
Lake, Charles.....	Part Haw'n..	Hana.....	Kaupo.....	Oct., 1887..	Oct., 1887..	None.....	300
Lampman, Miss Mabel	American.....	Honolulu.....	Normal.....	Oct., 1895..	Nov., 1897..	Life Dip.....	900
Lani, Miss Lucy.....	Hawaiian.....	Wailuku.....	Makana.....	Sept., 1894..	Sept., 1894..	None.....	300
Laughlin, Miss May...	American.....	Honolulu.....	Asst. Drawing Teacher.	Apr., 1899..	Sept., 1899..	Mills College Art Dip.....	720
Law, Robert.....	British.....	Honolulu.....	Kalihiuka....	Nov., 1896..	Sept., 1898..	Canadian Life	780
Lemmon, N. E.....	American.....	Hana.....	Nahiku.....	July, 1895..	Apr., 1898..	First Class....	800
Lenhart, J. C.....	American.....	N. Kona.....	Kalaoa.....	Sept., 1895..	Sept., 1896..	Second Class (Ex.)	900
Lewis, Miss Hazel.....	American.....	Hilo.....	Hilo Union....	Apr., 1899..	Apr., 1899..	None.....	300
Lightfoot, Joseph.....	British.....	Honolulu.....	High.....	Sept., 1887..	Sept., 1891..	Life Diploma..	1,800
Lima, Miss Conceicao de.	Portuguese..	Kau.....	Pahala.....	Feb., 1899..	Feb., 1899..	None.....	300
Lishman, Miss Daisy..	British.....	Honolulu.....	Kailani.....	April, 1899..	April, 1899..	Normal Cert..	480
Lofquist, Miss Mary C.	Dane.....	Honolulu.....	Kailani.....	Sept., 1891..	Sept., 1891..	First Class....	660
Logan, Miss May.....	American.....	Kohala.....	Makapala....	Sept., 1893..	Sept., 1893..	Normal.....	900
Luhiau, Mrs. Carrie...	Hawaiian.....	Kohala.....	Puuhue.....	Sept., 1898..	Sept., 1898..	None.....	300
Lycett, Miss Ada.....	British.....	Hilo.....	Hilo Union....	Mar., 1899..	Mar., 1899..	Normal Cert..	480
Lynch, Miss Florence..	American.....	Honolulu.....	Kailani.....	June, 1889..	Sept., 1896..	Life Cert.....	720
Lyons, Miss Emma C..	American.....	Honolulu...	Beretania St..	June, 1898..	Sept., 1899..	First Class....	480
Lyons, Miss Elizabeth W.	American.....	S. Kohala....	Waimea.....	May, 1888..	May, 1888..	None.....	500

TABLE No. 17.—Continued.

ALPHABETICAL LIST OF TEACHERS IN THE EMPLOY ON THE DEPARTMENT OF PUBLIC INSTRUCTION,
DECEMBER 31, 1899.

Name of Teacher.	Nationality.	District.	School.	Commence- ment of Service.	Date of Pre- sent Ap- pointment.	Certificate.	Salary
M							
Maby, Miss Maria.....	Part Haw'n.	Koolaupoko.	Waiahole.....	Sept., 1899.	Sept., 1899	Second Class...	\$ 420
Mackintosh, Rev. A.....	British.....	Honolulu....	Royal.....	Sept., 1871.	Sept., 1871.	Life Dip.....	2,400
Macy, Miss Rebecca.....	Hawaiian....	Hilo.....	Pepeekeo.....	Jan., 1899..	Jan., 1899..	None.....	240
Mahelona, Miss Maria.	Hawaiian....	Kau.....	Kanaoa.....	Sept., 1898.	Sept., 1899..	Third Class (Exp.	420
Mahlum, Miss Kirsten	Norwegian..	Waimea.....	Waimea.....	Sept., 1896.	Sept., 1898.	First Class....	540
Mahoe, Miss Julia.....	Hawaiian....	Molokai.....	Waialua.....	Sept., 1899.	Sept., 1899.	Normal Cert..	480
Makakoa, W. K.....	Hawaiian....	Kau.....	Hilea.....	Sept., 1896	Sept., 1898.	Normal Dip....	720
Malakaua, Moses.....	Hawaiian....	Kau.....	Hilea.....	May, 1883..	May, 1883..	Third Class....	400
Malterre, Leon.....	French.....	Hilo.....	Onomea.....	April, 1892.	April, 1892.	Second Class..	720
Marcos, Miss Trinidad.	American....	N. Kona.....	Holualoa.....	Sept., 1897.	Jan., 1899..	None.....	420
Maroni, Miss M. F.....	American....	Honolulu....	Molihili.....	Oct., 1889..	Jan., 1898.	American.....	800
McCluskey, William....	British.....	Hilo.....	Hilo Select....	Sept., 1897.	Sept., 1898.	Canadian, Ont.	900
McCord, Miss Alice A..	American....	Hilo.....	Haahao.....	Nov., 1896.	Jan., 1897.	Cal. Life.....	780
McCorriston, Miss Lizzie	Part Haw'n..	Molokai.....	Kamalo.....	Sept., 1896.	Sept., 1896.	Normal Cert..	540
McCorriston, Miss Mag- gie.....	British.....	Honolulu....	Kauluwela....	Sept., 1895.	Sept., 1898.	First Class....	540
McIntyre, Miss Kate...	British.....	Honolulu....	Royal.....	Nov., 1888.	Nov., 1888.	Second Class..	600
McKeague, Zach.....	Part Haw'n..	Hanalei.....	Haena.....	Sept., 1894.	Jan., 1897..	First Class....	660
McKinley, Miss Mary...	American....	Hilo.....	Ookala.....	Jan., 1897..	Feb., 1899.	Normal Cert..	540
McLain, Miss Jennie...	American....	Honolulu....	Pohukaina....	Sept., 1897.	Sept., 1899.	Normal Cert..	480
McLain, Miss Nellie...	American....	Honolulu....	Kalihiwaena..	Oct., 1897..	Jan., 1899..	Normal Cert..	480

McLellan, Mrs. Orleana F.	American	Honolulu	Normal	Nov., 1899	Nov., 1899	Univ. Michigan	900
McStay, Mrs. J. C.	American	Puna	Olaa	Sept., 1896	Sept., 1898	Cal. Life	720
Meheula, S. W.	Hawaiian	Kawahau	Anahola	Sept., 1896	Sept., 1899	Second Class	480
Mills, Harry T.	American	S. Kona	Napoopoo	Nov., 1893	Jan., 1894	First Class	780
Mills, Mrs. M. K.	Hawaiian	S. Kona	Napoopoo	Sept., 1890	Jan., 1894	None	360
Mitchell, Louis M.	British	S. Kona	Miloli	Oct., 1899	Oct., 1899	None	480
Moore, Mrs. C. E.	American	Kohala	Makapala	Sept., 1897	Sept., 1898	First Class	480
Moore, John A.	American	Wailuku	Wailuku	Sept., 1881	Sept., 1892	Life Dip	1,200
* Moore, Miss Louise	American	Honolulu	Kaakopua	Sept., 1884	Oct., 1891	First Class	900
Morris, Miss Mille	Part Haw'n	Wauuku	Waihee	Jan., 1896	Jan., 1897	Normal Cert.	540
Mossman, Miss Almee	Part Haw'n	Honolulu	Royal	Jan., 1891	Jan., 1891	First Class	600
Mossman, Miss Ethel	British	Honolulu	Emma St.	Sept., 1894	April, 1899	Second Class(Exp)	480
Mossman, Margaret	Part Haw'n	Honolulu	Kauluwela	Oct., 1895	Oct., 1895	First Class	540
Mudge, Miss Alice E.	American	Koolaupoko	aiahole	Sept., 1899	Sept., 1899	Oswego Normal	900
Mumford, Miss Charlotte	British	Lihue	Lihue	Sept., 1899	Sept., 1899	Canadian	480
Munroe, Miss Mary	American	Puna	Olaa	Sept., 1899	Sept., 1899	Kansas, 3rd Class	600
N							
Nahliwa, Miss Jane	Hawaiian	N. Kona	Honokohau	Sept., 1893	Sept., 1899	Third Class	360
Nakanelua, T. K.	Hawaiian	S. Kohala	Kawaihae	Sept., 1883	April, 1895	None	300
Nathaniel, Thos. K.	Hawaiian	Molokai	Kalaupapa	Sept., 1898	Sept., 1898	None	140
Neal, Miss Henrietta R.	Part Haw'n	Koloa	Koloa	Sept., 1892	Sept., 1898	None	300
Neal, W. H.	Part Haw'n	Koloa	Koloa	Sept., 1885	Sept., 1885	Third Class(Exp)	500
Needham, Miss Harriet	American	Honolulu	High	Jan., 1885	Sept., 1894	Life Cert	900
Needham, W. G.	American	Honolulu	Reformatory	Nov., 1887	Nov., 1887	.....	1,200
Nielsen, Miss Karen	Norwegian	Hanalei	Koolau	Sept., 1890	Sept., 1899	Normal Dip	480
N. shwitz, J. H.	American	Makawao	Kealahou	Sept., 1890	Sept., 1890	American	1,200
Nishwitz, Mrs. Jennie	American	Makawao	Kealahou	Sept., 1890	Sept., 1890	American	600
Northrup, Frank	American	Honolulu	Reformatory	Mar., 1899	Mar., 1899	.....	600
O							
O'Connor, John F.	American	N. Kona	Pahoehe	Sept., 1897	Sept., 1898	First Class	600
O'Connor, Mrs. Nellie	Hawaiian	N. Kona	Kailua	Sept., 1897	Sept., 1898	Normal Dip	480

* Fernback, Miss Grace E.—Substitute for Miss Moore.

TABLE No. 17.—Continued.

ALPHABETICAL LIST OF TEACHERS IN THE EMPLOY OF THE DEPARTMENT OF PUBLIC INSTRUCTION,
DECEMBER 31, 1899.

Name of Teacher.	Nationality.	District.	School.	Commence- ment of Service.	Date of Pre- sent Ap- pointment.	Certificate.	Salary
O							
Ogg, Mrs. F. C.....	American.....	Wailuku.....	Waihee.....	May, 1898.....	May, 1898.....	California.....	\$ 540
Ogilvie, R. L.....	British.....	Wailuku.....	Upalakua.....	Sept., 1898.....	Sept., 1898.....	None.....	480
Oss, Miss Sigrid Helene	Norwegian.....	Makawao.....	Haiku.....	Sept., 1899.....	Sept., 1899.....	Normal Dip...	480
P							
Pa, Mrs. Mary Ann.....	Hawaiian.....	Makawao.....	Haleakua.....	May, 1887.....	....., 1888.....	None.....	360
Pali, Miss Laura.....	Hawaiian.....	Lahaina.....	Olowalu.....	Sept., 1899.....	Oct., 1899.....	None.....	300
Parker, Miss Mary A.....	American.....	Kawaihau.....	Kapaa.....	Jan., 1898.....	Jan., 1898.....	Normal Cert...	480
Parmenter, Miss Linda.	Part Haw'n.....	Honolulu.....	Moanalua.....	Sept., 1899.....	Sept., 1899.....	Normal Cert...	480
Pascal, Peter.....	Part Haw'n.....	Molokai.....	Halawa.....	Jan., 1896.....	Dec., 1896.....	None.....	360
Patton, Mrs. Florence.....	British.....	Kohala.....	Halawa.....	Sept., 1896.....	Sept., 1896.....	First Class...	540
Pearce, Miss Ellen K.....	Part Haw'n.....	Hilo.....	Onomea.....	Sept., 1899.....	Sept., 1899.....	First Class...	480
Perry, Miss Julia.....	Portuguese.....	Honolulu.....	Kaakopua.....	Sept., 1895.....	Sept., 1897.....	First Class...	720
Phillips, Mrs. Cate.....	Part Haw'n.....	Honolulu.....	Royal.....	May, 1890.....	Sept., 1899.....	First Class...	660
Poaha, Miss Lucy.....	Hawaiian.....	Molokai.....	Wailau.....	Sept., 1898.....	Sept., 1898.....	None.....	300
Poi, James.....	Hawaiian.....	Lahaina.....	Honokohau.....	Sept., 1896.....	Sept., 1897.....	None.....	300
Pomeroy, Miss Esther C.	British.....	Hilo.....	Waiakea.....	April, 1899.....	Apr., 1899.....	First Class...	540
Previer, Miss Tillie.....	Hawaiian.....	Ewa.....	Waiawa.....	Sept., 1898.....	Sept., 1898.....	Normal Cert...	480
Prigge, Diedrich.....	German.....	Waimea.....	Mana.....	Sept., 1895.....	Sept., 1899.....	Normal Dip...	540

R

Rasmussen, Miss Lina.	American	Koolaupoko	Waimanalo	Sept., 1895	Sept., 1895	Second Class	480
Ray, W. A.	American	Hilo	Papaikou	Sept., 1891	Sept., 1891	American	1,200
Reavis, W. Elmo	American	Lahaina	Lahainaluna	Sept., 1896	Sept., 1899	Calif. Normal	1,500
Reis, Miss Eliza dos	Portuguese	Makawao	Paia	Oct., 1895	Oct., 1895	First Class	540
Reis, Miss Nettie dos	Portuguese	Makawao	Paia	Mar., 1899	Mar., 1899	Third Class	360
Reuter, Miss Annie	Part Haw'n	Hana	Haou	May, 1899	May, 1899	None	300
Rice, Miss Margaret	American	Hilo	Haheo	Oct., 1899	Oct., 1899	Wisconsin Normal	480
Rickard, Miss Florence	British	Hamakua	Honokaa	Sept., 1899	Sept., 1899	None	300
Rickard, J. B.	British	Hamakua	Honokaa	Sept., 1899	Sept., 1899	Second Class	420
Rickard, Miss Nellie	British	Hamakua	Ahualoa	Sept., 1896	Jan., 1898	Second Class	420
Robertson, Miss Helen M	Part Haw'n	Honolulu	Kauluwela	Oct., 1896	Sept., 1898	Normal Cert.	540
Rogers, Miss Zelig	Part Haw'n	Wailuku	Waikapu	Sept., 1891	Feb., 1898	Second Class	400
Rosecrans, F. P.	American	Lahaina	Lahainaluna	Mar., 1899	Mar., 1899	California	1,000
Ross, Miss Mary S.	British	Ewa	Waipahu	Sept., 1897	Sept., 1899	Normal Dip.	900
Roy, Miss C. L.	Part Haw'n	S. Kona	Konawaena	Sept., 1899	Sept., 1899	None	300
Rycroft, Miss Sophie	British	Puna	Kauaea	Sept., 1896	Sept., 1896	None	360

S

Scott, Miss Florence J.	British	N. Kona	Holualoa	Jan., 1895	Jan., 1895	First Class	540
Scott, Miss Gertrude	American	Honolulu	High	Sept., 1898	Sept., 1898	Univ. Calif.	900
Scott, John F.	American	Waimea	Waimea	Nov., 1888	Sept., 1897	Life Dip.	1,500
Scott, Mrs. M. F.	American	N. Kona	Holualoa	Sept., 1889	Feb., 1893	American	1,200
Scott, M. M.	American	Honolulu	High	Sept., 1881	Sept., 1881	Life Dip.	2,700
Schellberg, L. E.	American	Hamakua	Kaapahu	Sept., 1899	Sept., 1899	American	600
Schringer, Miss Kate	American	Lahaina	Honokowai	Dec., 1899	Dec., 1899	None	600
Schringer, Mrs. Ura	American	Lahaina	Lahaina	Sept., 1899	Sept., 1899	American	480
Severance, Miss Helen	American	Hilo	Hilo Union	Jan., 1898	Jan., 1897	First Class	600
Silva, Miss Mary	Portuguese	Waialua	Waialua	Sept., 1899	Sept., 1899	Normal Cert.	480
Smith, Armstrong	British	Honolulu	Kailani	Nov., 1885	Sept., 1893	Life Dip.	1,800
Smith, Miss Christina E.	Part Haw'n	Hana	Haou	Sept., 1899	Sept., 1899	None	300
Smith, Cyril O.	British	Hilo	Hilo Union	Feb., 1890	Feb., 1894	First Class	900
Smith, Miss Ethel	American	Makawao	Hamakuapoko	Jan., 1899	Jan., 1899	Second Class	300
Smith, Miss Mapuana M	Part Haw'n	Honolulu	Kailani	Sept., 1896	Sept., 1896	Normal Cert.	540

TABLE No. 17.—*Continued.*
 ALPHABETICAL LIST OF TEACHERS IN THE EMPLOY OF THE DEPARTMENT OF PUBLIC INSTRUCTION,
 DECEMBER 31, 1899.

Name of Teacher.	Nationality.	District.	School.	Commence- ment of Service.	Date of Pre- sent Ap- pointment.	Certificate.	Salary
S							
Smith, Miss M. Alice...	American...	Waianae...	Waianae...	Nov., 1896.	Sept., 1899.	First Class....	\$ 900
Smith, Miss Nellie E...	American...	Makawao...	Hamakuapoko...	Sept., 1895.	Sept., 1897.	First Class....	540
Snow, Miss Ella B...	American...	Honolulu...	Kaumakapili...	Sept., 1895.	Sept., 1895.	3rd Grammar.	1,000
Snyder, Eli	American...	Makawao...	Huelo...	Sept., 1896.	Sept., 1896.	American.....	720
Soares, Manuel J.....	Portuguese...	Puna.....	Pahoa.....	Sept., 1897.	Sept., 1899.	Normal Dip...	480
Sobey, Miss Ellen.....	British.....	Molokai.....	Kalae.....	Sept., 1898.	Sept., 1899.	Calif. Life.....	480
*Sorenson, Miss Anna.	Dane.....	Honolulu...	Royal.....	Sept., 1887.	Nov., 1890.	Life Cert.....	.....
Souza, Antone de.....	Portuguese...	Makawao...	Kaupakulua...	Sept., 1897.	Sept., 1897.	Second Class..	420
Souza, Miss Mary de...	Portuguese...	Makawao...	Kaupakulua...	Oct., 1898.	Oct., 1898.	Third Class...	240
Stansbury, Miss Ella...	American...	Honolulu...	High.....	Sept., 1896.	Sept., 1896.	Calif. Normal.	900
Starkey, W. B.....	British.....	Hana.....	Kaupo.....	Oct., 1886.	Jan., 1896.	Second Class..	800
Stow, Herbert M.....	British.....	Kohala.....	Mahukona...	Sept., 1898.	Sept., 1898.	None.....	480
Sturgeon, Mrs. G. B...	American...	Molokai.....	Kaunakakai...	Oct., 1898.	Oct., 1898.	California....	600
Sunter, Mrs. S. E.....	American...	S. Kona.....	Konawaena...	April, 1883.	April, 1883.	None.....	720
Swain, Charles H.....	Part Haw'n...	Hilo.....	Laupahoehoe.	Sept., 1892.	Sept., 1892.	Third Class...	600
Swickard, Miss Ella C..	American...	Honolulu...	Normal.....	April, 1889.	April, 1889.	Normal Dip...	900
T							
Taggard, J. N.....	American...	Honolulu...	Kalihiwaena..	Feb., 1897.	Sept., 1898.	First Class....	1,000
Taner, Miss Juliet...	British.....	Honolulu...	Royal.....	Jan., 1883.	Jan., 1883.	Life Cert.....	900
Taylor, Miss Bertha Ben	American...	Kau.....	Waiohinu.....	Jan., 1899.	Sept., 1899.	American.....	780

* On leave of absence.

Tewsley, Miss M. I.	British	Ewa	Waipahu	April, 1899	April, 1899	First Class	480
Thatcher, Miss Blanche	American	Lihue	Lihue	Sept., 1899	Sept., 1899	California	480
Thompson, Miss Rebecca	Part Haw'n	Honolulu	Makiki	Nov., 1887	Sept., 1899	Second Class (Ex.)	500
Thronas, Miss Anna	Norwegian	Lihue	Lihue	Nov., 1891	Sept., 1897	Second Class (Ex.)	480
Tople, Mrs. Carrie E.	American	Kawaihau	Kapaa	April, 1899	Sept., 1899	Cal. Life Dip.	600
Tople, Prince L.	American	Kawaihau	Kapaa	April, 1899	Sept., 1899	Life Dip.	1,000
Tracy, Miss Mary	American	Hilo	Hilo Union	Nov., 1899	Nov., 1899	Cal. Life Dip.	480
True, Chas. F.	American	Ewa	Waiawa	Jan., 1896	Sept., 1899	Cal. Life Dip.	1,200
Tucker, Mrs. Anna B.	British	Honolulu	Music Teacher	Sept., 1894	Sept., 1894		1,000
V							
Vicente, Enos	Portuguese	Hamakua	Ahualoa	Jan., 1898	Jan., 1898	Normal Cert.	480
Vincente, Joaquin	Portuguese	Koolauloa	Kahuku	Sept., 1896	Dec., 1899	Second Class	480
W							
Walker, Mrs. Letitia M.	American	Honolulu	Kaulani	April, 1899	Sept., 1899	Normal Dip	600
Webster, Mrs. Angie H.	American	Honolulu	Kaumakapili	Sept., 1899	Sept., 1899	Cal. Norm'l Dip	480
Weigel, W. B.	American	N. Kona	Honokohau	Sept., 1899	Sept., 1899	Minnesota	600
Weight, Miss Bella	British	Honolulu	Kawaihau	Dec., 1891	Sept., 1898	First Class	600
Weir, Miss May	American	Honolulu	Kaumakapili	Feb., 1894	Sept., 1898	Second Class (Ex.)	480
Weir, Mrs. Rosalie	American	Honolulu	Kaumakapili	Sept., 1894	Oct., 1898	Cal. Normal	840
Wells, H. M.	American	Honolulu	Kauluwela	Sept., 1895	Sept., 1895	First Class	1,200
Wells, W. I.	American	Lihue	Hanamaulu	Dec., 1889	May, 1893	Life Dip.	1,200
West, Miss Alice K.	Part Haw'n	Hilo	Hilo Union	Sept., 1880	Oct., 1894	Second Class (Ex.)	600
Williams, Miss Emily F.	American	Kau	Waiohinu	Sept., 1899	Sept., 1899	American	480
Wilson, A. J.	American	Hamakua	Kaauhuhu	Sept., 1889	Sept., 1899	Life Cert.	900
Wilson, H. E.	American	Puna	Kalapana	May, 1894	May, 1894	First Class	660
Wilson, Mrs. E. L.	Hawaiian	Waimea	Kalapana	Jan., 1889	Oct., 1894	None	300
Wishard, Andrew D.	American	Waimea	Waimea	Sept., 1898	Sept., 1898	American	1,000
Wood, Edgar	American	Honolulu	Normal	Sept., 1896	Sept., 1897	Life Dip.	1,800
Wood, Mrs. Emma McL	British	Honolulu	Normal	Nov., 1896	Nov., 1896	Life Dip.	900
Wood, Mrs. M. A.	British	Honolulu	Kaulani	Sept., 1884	Nov., 1888	Life Cert.	660

TABLE No. 17.—*Concluded.*

ALPHABETICAL LIST OF TEACHERS IN THE EMPLOY OF THE DEPARTMENT OF PUBLIC INSTRUCTION,
DECEMBER 31, 1899.

Name of Teacher.	Nationality.	District.	School.	Commence- ment of Service.	Date of Pre- sent Ap- pointment.	Certificate.	Salary
W							
Wores, Miss Josephine.	American.....	Honolulu....	Kaiulani.....	Sept., 1899..	Sept., 1899.	.....	\$ 240
Wright, Mrs. Lucy.....	Part Haw'n..	Waimea.....	Waimea.....	Sept., 1892..	Sept., 1894.	Second Class..	480
Y							
Yarndley, J. W.....	British.....	Honolulu....	Music Teacher	.....	.....	.....	720
Z							
Ziegler, Miss M. Ida..	American.....	Honolulu....	Normal.....	Sept., 1898..	Sept., 1899.	American.....	900

REVIEW OF THE TABLES.

It will be observed that the general plan of these statistical tables has not been changed. Tables 3 and 9 have been combined in the present table 3; table 10 has been divided into two, so as to show the attendance by nationalities in public and private schools separately; and slight additions have been made to the information furnished in other tables. Since there is now but one school in the country in which the Hawaiian language is the medium of instruction and that is likely soon to disappear that one has been combined with the English schools so as to appear simply as a public school.

Table one shows that there has been a gain in attendance during the past two years of 968. Of this gain 868 are to the credit of the public schools and 100 to the credit of the private schools. This indicates, as far as such figures can, the prosperity of both these classes of our schools. And on this showing the country is to be congratulated.

Table two, giving a comparative view of attendance by nationalities, in our somewhat peculiar use of the term, shows some significant changes. The Hawaiians of the full blood have decreased in number 287. Consulting tables 10 and 11, I conclude that this is in part due to the starting of a number of plantations for which no schools have yet been provided, and the removal of Hawaiians away from the schools already in existence on account of other industrial changes. Thus the loss in attendance of these pupils in North Kona will probably be more than offset by the attendance of the Keauhou school, shortly to be opened. A number of pupils have left our Wailuku schools, but their number will probably be fully made up when a school is available at Kihei. Whether the whole loss is to be accounted for in this way I am in doubt. The number of Part-Hawaiians has increased with a little more than the usual rapidity. And it should be borne in mind that this element is a constant tax upon the Hawaiian race, since it is largely the offspring of Hawaiian mothers, who are thus removed from the list of possible mothers of Hawaiian children.

The children of American birth or descent have gained in

number 117, the whole number now being 601. The British have slightly decreased, while the Germans have maintained a healthy growth. A notable fact is the small increase in the number of Portuguese children in school. Probably the cause of this is that many Portuguese families have gone into the regions where new industrial developments are preceding the schools. Thus to my personal knowledge, there are a large number of Portuguese children on the Olaa Plantation who have no school facilities. The increase in attendance of the Japanese is significant, being over 100% in two years. Three years ago the American pupils in our schools outnumbered the Japanese. Today the Japanese outnumber the Americans nearly two to one, the exact ratio being 1141 to 601. This is by no means surprising to those familiar with the conditions in the Islands. Taking into account those conditions as suggested by these figures, and also the fact, as revealed in the Custom House statistics, that during the last year only 82 American women arrived in the Islands with the purpose of becoming residents, while the excess of arrivals over departures of Japanese women was 4505, it becomes evident that the "Americanization" of the Islands is not to be wrought from without but from within. If these Islands are to be made American in spirit it is the work of the schools to make them so. This truth is emphasized by the further fact that the increase of Chinese children in our schools has been more than double that of the Americans, the number of Chinese in attendance now being 1314, as against the 601 Americans as given above. *Upon the schools Hawaii's future depends.*

The number of children under six years of age has decreased in the period under consideration, partly owing to the crowded condition of our public schools, instructions being given to teachers to admit no such children when the rooms would otherwise be full, and partly to a falling off of such attendance in private schools. Pupils over fifteen years of age have rapidly increased in numbers. This is probably owing largely to the increased attendance in the higher schools, especially Oahu College, which has made a remarkable growth in this line.

The number of children of school age, that is to say between

the ages of six and fifteen, now attending school, is 13,438. The census of 1896 showed the number of children between these age limits to be 14,286, leaving 848 children of such ages to be accounted for on the assumption that the school population of the Islands has neither increased nor decreased during the past three and a fourth years. But such an assumption is far from the fact. The school population of the islands undoubtedly has greatly increased during this time. Just how great this increase has been may be revealed in the coming census. Meanwhile we must face the fact that a large and unknown percentage of the children of school age in the Hawaiian Islands are not now attending any school. This is contrary to the general belief and to some extent contrary to precedent. It is to be accounted for however to a considerable extent by the rapid development and the considerable changes in development now taking place throughout the country.

The melancholy fact still remains that the majority of the children in our public schools are pursuing first and second year studies. I attempted to get further information on the progress of the pupils through the first two grades, but failed to get complete returns. Enough returns were made, however, to indicate that the average child enters upon the work of the second grade after he is eight years of age. Thus a year is lost at this early age. This is due in some measure to the fact that schools are not always available to the pupil when he becomes six, and accordingly he is delayed at this point. Thus far the condition is not very serious. But I fear it is partly due to bad teaching in the first year or two of school life, and this is serious indeed. Provision ought to be made for increasing the efficiency of this part of the force.

The total number of teachers has been increased by 28, all in the public schools, making the present total 544, of whom 344 are in the public and 200 are in the private schools. The gain is essentially all in Americans. Locally, the increase is in the force on Hawaii and on Oahu, where, also, the greatest changes in attendance of pupils occurred. Yet the increase of teachers has been out of proportion to the increase of pupils; as, indeed it should have been, since it was to relieve over-pressure that some of the new buildings were erected.

A comparison of table 9 with the corresponding table in the last report will reveal many interesting details of the growth and development of our school system. Increases in attendance have been, for the most part, in Honolulu and Hilo; but the districts where new agricultural developments have taken place may be picked out by increased attendance in cases where school facilities have been supplied. Molokai, for instance, shows a very large percentage of increase.

A comparison of table 14 with the same table in the last biennial report brings out the following significant facts concerning the development of the school system:

Percentage of Attendance

upon Enrollment.	1897.	1899.
The Republic	92	91
Hawaii	93	92
Maui and Lanai.....	92	91
Molokai	90	89
Oahu	92	90
Kauai and Niihau.....	93	90

Cost of Tuition per Pupil.	1897.	1899.
The Republic	17.22	19.42
Hawaii	15.83	17.15
Maui and Lanai	18.54	18.73
Molokai	17.96	14.83
Oahu	18.27	22.74
Kauai and Niihau.....	15.62	16.73

Number of Pupils per Teacher.	1897.	1899.
The Republic	35	33
Hawaii	35	32
Maui and Lanai.....	33	34
Molokai	26	30
Oahu	36	32
Kauai	42	39

Thus it will be seen that for some reason which does not appear on the face of the report the average attendance has been changing for the worse. Is this due to increasing laxness in the enforcement of the truancy law? I am not prepared to answer this question. Perhaps a little additional sickness will in part or in the whole account for the change. This matter will be watched with interest during the coming two years.

The cost of tuition per pupil has risen throughout the country and on each of the island divisions with the single exception of Molokai, and this exception is undoubtedly due to the increased number of pupils per teacher on that island. Have the pupils received correspondingly greater value? Upon the whole I think this question may be answered in the affirmative.

Again, it will be noted, the number of pupils per teacher has decreased in the Republic and in each of the island divisions with two exceptions. As intimated above, I believe this to be a change in the right direction.

Of the general growth and development of schools individually, as shown in this table, I shall not speak, since the individual schools are too numerous and of too little general interest. Some schools, however, challenge general attention by their peculiar conditions. The notable growth of Hilo Union School, for instance, must be of interest to many. So the rapid growth of the select schools of Honolulu is significant and of interest as a social fact. And in a business way the public is interested in the crowded condition of a number of the country schools, since it is a condition which calls for a public remedy. I name especially the schools at Hanapepe and Kapaa, on the Island of Kauai, and the school at Olaa, on the Island of Hawaii. But it will be easy to find other illustrations of this condition by looking over the table.

Table 15 deals entirely with the private schools, and brings out the interesting fact that they are in a prosperous condition. In some cases, like the public schools, they are overcrowded, and in general their attendance is good. Oahu College, as noted above, has a very gratifying attendance to report; as also has Kamehameha Manual. St. Louis College,

with its allied St. Francis School under the same principal, maintains its position as the largest school in the Islands.

The North Pacific Missionary Institute, and the cause of education in the Islands generally, have suffered a severe loss in the death of the Rev. C. M. Hyde, D. D. He based his educational work upon the sound theory that the Christian home is the foundation of Christian civilization, and on this basis he organized his school of theology. He furnished his students with the conditions for ideal homes, as far as he was able, in order that when they went out they might reach the people with the influence of their examples rather than of their doctrines. His interest in educational work outside of his own school was remarkable, and it was dominated by the same theory. With his religious faith and his theology, this report has nothing to do. But it is fitting here to record the fact that he was a man of clear intellect, strong purpose, and unswerving devotion to the public good as he saw the public good. Many mourn for a departed friend, and many will miss a helping hand.

In table 16 may also be noted the absence of a name long familiar to those following up the educational history of our little community, R. W. Meyer, late school agent for the Island of Molokai. Mr. Meyer spent many years among us, and was always known as a good and wise friend of the Hawaiian people, with whom he was especially identified.

And in this connection I wish to mention the death of Mr. John R. Bush of Kilauea, Kauai, a recent graduate of our normal school. He had just entered upon his work as teacher in our schools when he was suddenly struck down by death.

CONCLUSION.

The foregoing gives evidence of the continued prosperity of the educational work in the island. School facilities have been made more commensurate with the needs of the community. Teachers, for the most part, have increased their efficiency in the work of real education. The attendance of pupils has increased as facilities have increased.

But on the other hand this report offers abundant evidence

that our tasks are not yet performed. Large numbers of new buildings must be erected if our educational facilities are to keep up with our educational needs. And that they should so keep up, will not be disputed in view of the very great responsibilities thrust upon the educational workers of Hawaii. And if these new school-houses are to be built the problem of a suitable supply of teachers will be by no means small. Great difficulty has been encountered in the past in the matter of supplying suitable teachers for many of the positions already filled; and the difficulty of adding materially to our force without reducing its average efficiency will be greater still. Yet it is absolutely necessary to add to the force and at the same time increase the average of efficiency. One of the greatest obstacles in the way of securing satisfactory additions to our teaching force is the difficulty of securing facilities for living adequate to the needs of suitable persons. If the new school-houses are to be built, suitable cottages for residences of the teachers should be built in many cases.

But besides the matter of increasing the capacity of our schools, the tasks laid out are by no means small. The quality of our schools must be very greatly increased, if our educational work is really to be done. What I have already said on the matter of the need of libraries needs only to be referred to in this concluding summary. It is through such means as this in large measure that we may hope to realize the highest results of education in higher ideals, better thinking and willing, and, finally, in better living.

And if the schools are to be made such a power in the land, they must be made to reach the people in their homes. In the body of this report I have dwelt upon this aspect of the industrial developments proposed for the schools. Your attention has also been called to the good results which may be made to follow the introduction of libraries into our schools generally. Another means of making the school reach out into the homes is the use of the stereopticon in the way of public educative lectures. This work has been systematized in connection with the Metropolitan Museum of Natural History of New York, and when we are admitted as a territory it will be

possible for us to participate in the advantages offered by this well-known institution.

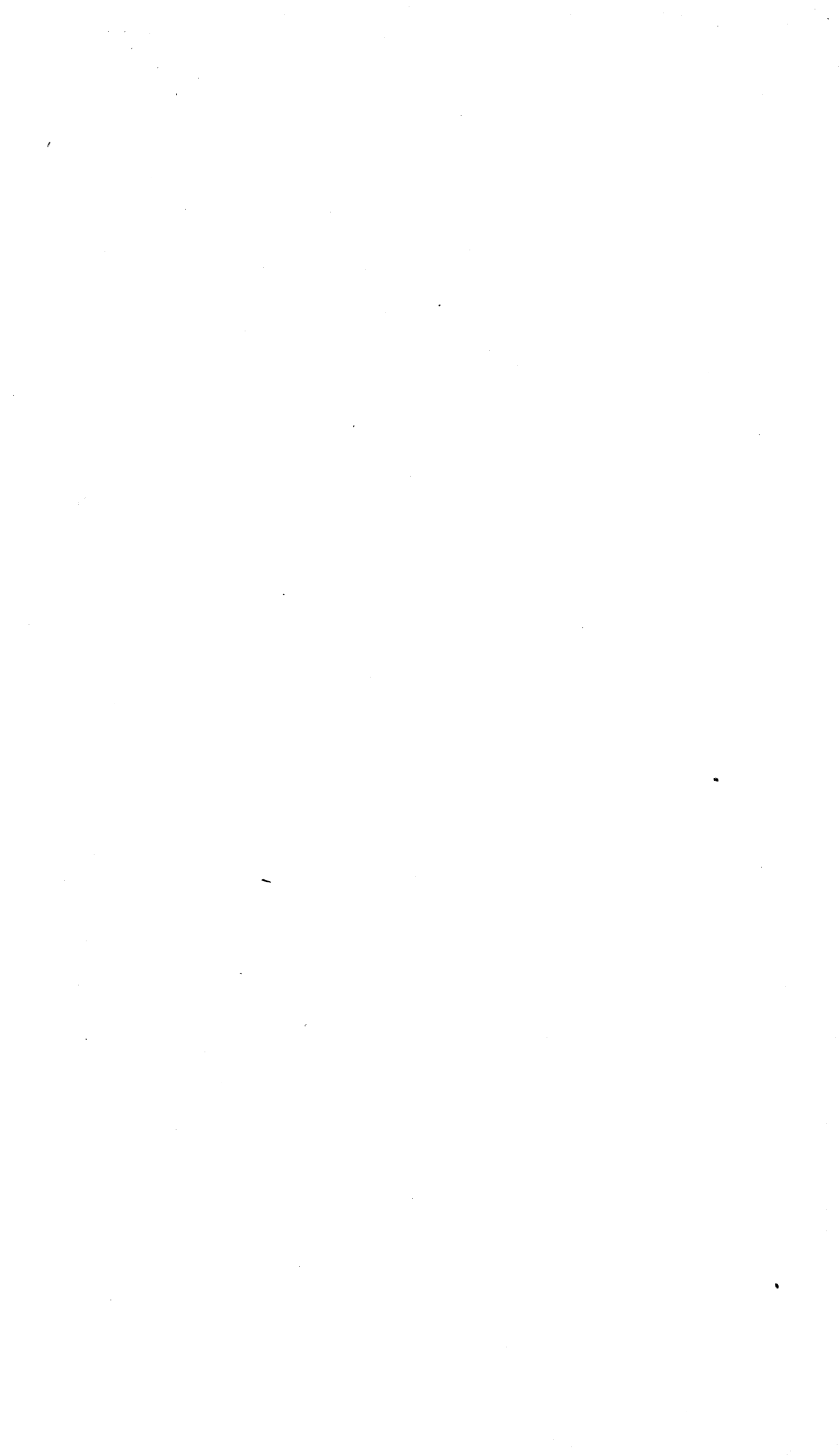
Among the appliances necessary to the best development of our schools may be named better school furniture. This is no mere matter of taste, but one which involves health. The improved school desks are more comely and more convenient; but these are small considerations. But they are also better adapted to the healthy growth of the children who are compelled to occupy them, and this is no small matter. It is conceivable that wooden desks can be made which will be in this respect equal to the regular "patent" desks. But such patterns are hard to get followed, and if so followed would result in no economy, when endurance is taken into account.

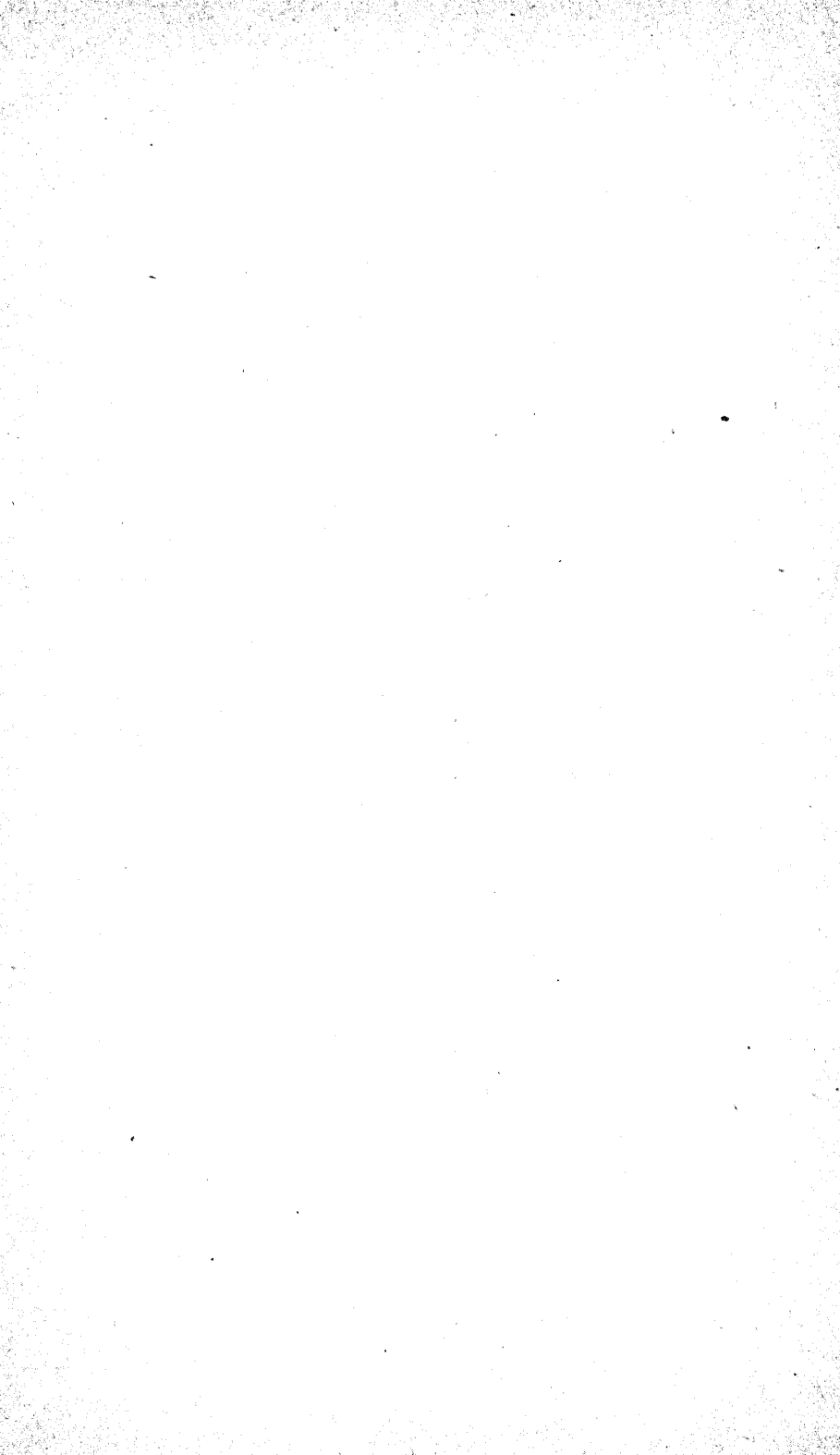
But above all else attention must be given to the teaching force. It is not enough that we have now a large percentage of devoted and excellent teachers in the force. These are the first to recognize the need just set forth. Your attention has been called to the change which is in progress in the inner workings of the schools, and the unusual demands which this change makes upon the teachers. Every schoolroom in the Islands ought to have its first-class teacher. In order to secure such teachers in sufficient numbers a good deal better inducements must be offered in many of our schools. Not only must inducements be offered but also opportunities for preparation; for our teaching force must be made up largely of our own people. All possible assistance and encouragement should be given to those preparing themselves to become well-equipped teachers, as well as to teachers desiring to increase their efficiency and usefulness.

Respectfully submitted,

HENRY SCHULER TOWNSEND,

Inspector-General of Schools.





1899.

THE DEPARTMENT OF PUBLIC INSTRUCTION.

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WILLIAM D. ALEXANDER, Commissioner.

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CHARLES L. HOPKINS, Commissioner.

WALTER MAXWELL, Commissioner.

MRS. W. W. HALL, Commissioner.

HENRY S. TOWNSEND,
Inspector-General of Schools.

T. HERBERT GIBSON,
Traveling Normal Instructor.

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